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ABSTRACT

This comprehensive, five-phased Needs Assessment Project brought together the collective input from the community, community leaders, current and former students, and the San Diego Community College District staff (faculty, administration, and support personnel). The purpose of the project was to develop valuable, objective input for the Board of Trustees and the District to assist them in developing programs, services, and facilities which meet the needs of the community it serves. The District is perceived by a consensus of the respondents as doing the best job in the areas of providing tuition-free education, convenient locations and times, pleasant environments for learning, general education, transfer programs to four-year institutions, vocational education, and educational opportunities for ethnic minorities. Faculty received the highest evaluation and administrators the lowest. Vocational education was recommended for expansion, specifically job placement services, career counseling, public transportation, and retraining adults for new careers. Former and current students rated their preparation for transfer to a four-year institution and for getting jobs extremely high. The majority of current students plan to transfer to a four-year institution. Preference for a semester system and positive attitudes toward tax-supported public higher education were agreed upon in the survey. (RC)

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DISTRICTWIDE NEEDS ASSESSMENT REPORT

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3375 CAMINO DEL RIO SOUTH
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SUMMARY

When almost 3,000 students, alumni, community residents, District staff members and community leaders tell you what they think of their community college system, you have a very clear idea of the image projected by that institution.

This was the task undertaken in late 1974 by the San Diego Community College District's office of Planning and Evaluation and it produced some interesting findings to aid the District in planning its future to meet the needs of the community.

The report will be used to help the San Diego Community College District develop an educational master plan. This requires an examination of the higher education needs of the community, with specific regard to usage of programs, services and facilities; modification of existing programs; public awareness; and their perception of how well the San Diego Community College District is meeting the educational needs of the community.

Face-to-face interviews and comprehensive questionnaires were used in polling nearly 9,000 individuals. As a result, responses were obtained from:

725	San Diego residents
154	selected community leaders
428	District staff members
965	District students
636	former District students

The results were presented in four separate reports, and are summarized in this final report.

The consensus of respondents was that the District is doing the best job in providing:

1. Tuition-free education
2. Convenient locations and times
3. Pleasant environments for learning
4. General education
5. Transfer programs to four-year institutions
6. Vocational education
7. Educational opportunities for ethnic minorities.

While District faculty, administrators and support personnel were generally rated favorably in terms of the job they are doing overall the faculty received the highest evaluation and the administrators the lowest.

Vocational education was recommended for expansion, specifically job placement services, job/career counseling, public transportation and retraining adults for new jobs/careers.

The respondents believe the District is doing a good job in meeting their needs and the needs of the community.

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Highest priorities should be in the areas of:

1. Providing educational opportunities for the physically handicapped.
2. Training students to be citizens.
3. Pleasant environment for learning.
4. Training students to be wage earners.
5. Providing vocational education.

Former and current students rated their preparation for transfer to a four-year institution and for getting jobs extremely high. The majority of current students plan to transfer to a four-year institution.

In some areas groups were not in agreement on class preferences and there is generally a low usage of non-credit community services. Cut-backs in some broad District programs were recommended.

Points agreed upon in the survey included:

1. Preference for a semester system.
2. Positive attitude toward tax-supported public higher education.

San Diego is highly aware of the existence of the Community College District, and generally has a good understanding of the District's programs.

Members of the community have expressed concrete suggestions for the Board of Trustees and staff to aid them in their massive effort in outlining the growth of an educational program that is to anticipate and fill San Diego's needs.

San Diego Community College District

DISTRICTWIDE NEEDS ASSESSMENT

Final Project Report

Office of Planning and Evaluation Services

September, 1975

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INTRODUCTION

An educational needs assessment is a scientific management tool which provides current data upon which educational program planning and management decisions can be made. As such, it is also a basis for determining priorities and provides for public accountability by documenting the degree to which the management decisions which are made result in programs which meet the needs of the community.

The comprehensive, five-phased Needs Assessment Project completed by the San Diego Community Colleges' Office of Planning and Evaluation Services has brought together the collective input from every partner in the educational process--the community, community leaders, the students (both former and current), and the Community College staff (faculty, administration, and support personnel). By the use of comparative analysis and various reconciliation strategies, the San Diego Community College District may be better able to develop programs, facilities, and services which are consistent with the needs of those it serves.

For additional information contact the office of Planning and Evaluation Services, Telephone 280-7610, Ext. 194.

ABSTRACT

The comprehensive, five-phased Needs Assessment Project has brought together the collective input from every partner in the educational process--the community, community leaders, current students, former students, and the District staff (faculty, administration, and support personnel). The purpose of the project was to develop valuable, objective input for the Board of Trustees and the District to assist them in developing programs, services, and facilities which meet the needs of the community it serves.

Data for the project were acquired through the utilization of face-to-face interviews and comprehensive questionnaires. Participation was obtained from 725 randomly selected members of the general San Diego community, 154 selected community leaders, 428 District staff, and 965 continuing students and 636 former students. The data were presented in four separate reports, and summarized in this Final Project Report.

Although there are some very definite areas for improvement and re-evaluation mentioned, the San Diego Community College District is perceived by a consensus of the respondents as doing the best job in the areas of providing tuition-free education, convenient locations and times, pleasant environments for learning, general education, transfer programs to four-year institutions, vocational education, and educational opportunities for ethnic minorities.

The San Diego Community College faculty, administrators, and support personnel are generally rated favorably by respondents in terms of the job they are doing. Overall, the faculty received the highest evaluation and the administrators the lowest.

Although the respondents indicated that "cutting back" might be suitable in some areas, many current District programs were recommended for expansion, especially in the area of vocational education. A consensus of the respondents mentioned job placement services, job/career counseling, public transportation, and retraining adults for new jobs/careers most often in this regard.

A majority of the respondents felt the San Diego Community College District was doing a good or very good job in meeting their own particular needs. A majority of the respondents also felt that the District did a good or very good job in meeting the needs of the citizens of the community. Further, the San Diego Community Colleges was generally perceived as having a good relationship with the community it served.

Based on the cumulative findings, a consensus of the respondents believe that the highest priorities of the District should be in the areas of providing educational opportunities for the physically handicapped and training students to be citizens. Offering a pleasant environment for learning, training students to be wage earners, and providing vocational education were also highly ranked consensus priorities. The lowest priorities for the District seemed to be in the areas of providing Sunday classes, training students to be scholars, and offering co-curricular activities.

Former students gave the District extremely high marks regarding the adequacy of preparation given them for transfer to a four-year institution and for getting jobs. Current students also gave the District consistently high marks in this area. Even more importantly, an overwhelming majority of the former students were able to find a job or transfer after completing their District programs.

There seemed to be a generally low overall usage of District non-credit community services by the responding groups. Of these groups, the District staff provided the most consistent use.

Overall, the San Diego Community College District seemed to be a highly visible and fairly well understood resource for the community. Most of those responding were able to identify those colleges which are part of the District, and they also seemed knowledgeable about the types of education provided by community colleges. Both the community and community leaders showed definite although sometimes conflicting preferences for where they would prefer to attend to learn a trade or vocational skill, where they would like to attend an adult education non-credit course, and the general types of classes they would prefer to attend at one of the Community Colleges.

There was a marked consistency of responses between the District's staff and students in terms of preferences for working or attending school under the semester system. Each of the responding groups queried felt a very positive attitude towards tax-supported public higher education today. In terms of difficulties in taking courses in the San Diego Community College District, very few serious barriers presented themselves to District continuing sutdents. Regarding the continuing students future plans, a majority planned to transfer to a four-year institution. In terms of their relationship with the San Diego Community College District, the District staff seemed to have differing feelings.

A DISTRICTWIDE NEEDS ASSESSMENT

Planning best starts with the identification of needs. An educational need is defined as the measurable discrepancies (or gaps) between perceived current outcomes and desired outcomes for each of the partners of the educational process (learners, educators, and the community). A needs assessment provides the planner with information necessary for making decisions in regard to planning District programs, facilities and services which best meet the needs of the community.

Although sometimes complicated by technical terms and often developed from elaborate theory, a needs assessment is actually a fairly simple process. In its most complicated form it is nothing more than an educational "market analysis". In its simplest form it is a matter of asking people rather basic questions regarding their educational needs.

In trying to meet the needs of our community, our college district might be viewed as a sort of "business". That is, it has a labor force (instructors, counselors, administrators, clerical personnel, etc.). It also has a product--its graduates and trainees. However, the community college is unique as a "business" in that it does not exist simply to produce profit nor does its existence depend completely upon consumers who are willing to buy its products. Therefore, when removed from the accountability factor inherent in profit and loss, an alternative must be found--an alternative that will insure the District is serving the needs of its clients.

Needs assessment, if properly done, can (1) determine a process for identifying and documenting valid measurable objectives, (2) provide a realistic, empirical basis for the selection of programs and resources, and (3) provide measurable criteria for evaluation of educational programs, projects, and services. Currently, the planning and evaluation of District educational programs is based primarily on select advisory groups and professional judgment. In order to increase the validity, reliability, and accountability of the District's decision-making process, the purpose of this project has been to conduct a districtwide educational needs assessment.

THE PARTICIPANTS

In a formal needs assessment application it is essential that all groups possessing relevant information be questioned. Thus, our first task was to identify those groups. For the purpose of this study, the following groups were identified and selected as sources of input:

1. The Community--residents not attending the college but living within its boundaries.
2. Current Students--members of the community currently enrolled within the San Diego Community College District.
3. Former Students--students previously enrolled within the District who had received degrees or certificates and who had gone on to other schools or entered the labor market.
4. The Community College Staff--all monthly employees of the San Diego Community College District including instructors, administrators, clerical personnel, support personnel, etc.
5. Community Leaders--members of the community identified as opinion leaders because of their positions in business, education, government, religion, etc.

Having identified those groups of participants possessing information essential to the formal needs assessment, the next step in developing the study was the creation of questionnaires applicable to each of the above-mentioned groups.

QUESTIONNAIRE CONSTRUCTION

Initial input was obtained by employing two outside professional consultants who provided general information regarding questionnaire construction. A committee of community college staff members was formed which would be representative of all interest groups within the District. Its purpose was to seek the group's collective ideas regarding the types of questions to be included in the needs assessment questionnaires. (A copy of the first memo sent to this committee and a sample of the work sheet used in that meeting are contained in Appendix A).

In addition to receiving input from these two sources, an expert in the area of public relations was consulted regarding general survey techniques and questionnaire construction.

After all recommendations were reviewed, actual questionnaire construction began based upon the following informational needs:

Current students ... you've selected our college. How might our programs be improved to reflect your needs?

Former students ... you've experienced our programs. How do you rate the training and education you received?

Community ... your tax dollars help support our college. What programs would you like us to offer? What can we do to make our services more readily available to you?

Staff ... you're our delivery system. You have direct contact with our students. What are your perceptions of the needs of those students and the needs of the community from which they come?

As a result of these considerations, specific questionnaires were developed for:

1. the general community
2. community leaders

3. the staff of the Community College District

4. current students

5. former students (graduates)

Copies of all questionnaires used in this study are contained in Appendix B.

SELECTION OF THE SAMPLE

Community: The sample to be surveyed from this population was determined by an outside consultant sociologist. One adult resident was to be surveyed from each of the pre-selected residences in randomly selected San Diego census tracts.

Community Leaders: Determination of the specific sample population was made by evaluating information provided by (1) outside consultants utilizing standard sociological indices, (2) existing studies on the San Diego community by local universities and colleges, and (3) various citizen advisory groups. A cumulative sample was specified and surveyed.

San Diego Community College Staff: For the purposes of this study, it was determined that all regular monthly employees of the District (including faculty, administration, and support personnel) would be surveyed.

San Diego Community College Continuing (Current) Students: Approximately five thousand current students were randomly selected and surveyed. From this data base, a stratified sample of 965 was determined and utilized.

San Diego Community (Former) Students: The sample from this population was determined by identifying and surveying those students who most recently (within the past six months) received degrees or certificates from the District.

DATA COLLECTION STRATEGIES AND PROCEDURES

The data for the Community segment of the study were obtained from face-to-face interviews with 725 adult residents at pre-specified residences in randomly selected census tracts in the City of San Diego. Interviews were conducted by students of a special two-unit, ten-week class in public opinion and polling at Mesa College (See Appendix C, p. 121). When the interview could not be obtained from the selected residence, the interviewers were instructed to go on to the next residence to their right; if unsuccessful there, they went to the residence immediately to the left of the target residence.

A pre-test in the field of the interview questionnaire was completed involving 50 randomly selected San Diego adult residents. The purpose of the pre-test was to assess the questions for ambiguity and relevancy, and to examine the time taken to complete a successful interview. On the basis of the pre-test, certain items were eliminated because of low priority relevancy as the interview time seemed beyond the limits of good interviewer/interviewee rapport. A final revision of the interview questions was made by members of the District staff, members of the Board of Trustees, and an outside marketing and public relations consultant. The resultant final interview schedule was utilized by trained interviewers to eliminate possible sources of error and data was collected for analysis.

The data for the Community Leaders segment of the study were obtained by sampling a specified population of 285 community leaders by means of a mailed questionnaire. The items and format were designed to provide a maximum consistency and comparability with the Community interview schedule. Of those sampled, 154 questionnaires (54 percent) were returned and the resultant data tabulated.

The data for the San Diego Community Colleges' Staff segment of the study were obtained from surveying all monthly employees of the District (faculty, administration, and support staff). A self-administered questionnaire was sent by inter-office mail to 1124 employees. Of those surveyed, 428 questionnaires (38 percent) were returned and the data were collected for analysis.

The data for the Community Colleges' Former Students segment of the survey were obtained by identifying and surveying those most recent graduates of the District by means of a mailed questionnaire. The former students questionnaire, however, contained only nine selected questions (of which four were demographic) from the basic needs assessment questionnaire. These selected questions were printed on a self-addressed postage-paid card for easy return. Of the 1669 former students surveyed 636 (38 percent) returned questionnaires. It should be noted that a significant percentage of the surveyed sample could no longer be reached at their mailing addresses. Therefore, for those deliverable questionnaires, a much higher return response rate was noted.

The data for the Community Colleges' Continuing (Current) Students segment of the survey were obtained by distributing questionnaires to a random sample of classes within each major educational category in the District (college and adult education students; site location; day and evening students; arts and sciences and vocational education students, etc.). As a result, approximately five thousand questionnaires were returned. A stratified sample was determined from this data base, and the responses from 965 questionnaires were tabulated.

RESULTS

Important areas of comparison are summarized and analyzed in each of the following nine sections:

Section 1

How Well the San Diego Community College District is Doing in Specific Programs, Services, and Goals

Overall, there was a noticeable consistency in the answers of three of the four responding groups, especially with regard to identifying those programs in which the District is doing the best job (Table 1). Only the Community Leaders showed any variation from a central trend of response.

The Community had a fairly high regard for how well the District is doing in terms of the specified programs, services, and goals. The Community had its highest estimations for the District's providing convenient locations (58 percent rating it "good" or "very good"), providing a pleasant environment for learning (56 percent), and for providing a tuition-free education (53 percent). Other highly ranked categories included: providing vocational education, providing educational opportunities for ethnic minorities, providing general education, and for providing transfer programs to four-year colleges or universities.

The San Diego Community College Staff had a significantly higher general regard for the job the District is doing. The Staff felt that the District was doing the best job in the areas of providing a tuition-free education (82 percent rating it "good" or "very good"), providing convenient locations (74 percent), providing general education (71 percent), providing vocational education (68 percent), and providing educational opportunities for ethnic minorities (63 percent).

The San Diego Community College Continuing Students confirmed the Staff's high regard for the job the District is doing in specified areas. It is interesting to note the consistency between their rankings. The students had their highest estimations for the District's providing a tuition-free education (70 percent rating it "good" or"very good"), providing convenient locations (67 percent), providing a pleasant environment for learning (61 percent), providing general education (54 percent), and for providing vocational education (45 percent).

The Community Leaders differed significantly in responses from the other groups. They professed a markedly higher lack of knowledge concerning the job the District is doing in specific areas. The Community Leaders held their highest ratings for the District's providing transfer programs to four-year institutions (38 percent rating it "good" or "very good"), providing late afternoon and evening classes (36 percent), providing learning opportunities for all adults regardless of educational backgrounds (35 percent), advertising their programs (33 percent), and for providing educational opportunities for ethnic minorities (32 percent).

The individual breakdowns for each of the four responding groups with respect to perceptions of specific areas is found in Appendix D. It is important to note that if the possible response choices were limited to only those expressing an opinion (eliminating the "don't know" response), all of the above categories would have a majority of the respondents judging them as "good" or "very good".

A consensus ranking of the respondents' perceptions of the best jobs being done by the San Diego Community College District shows that providing a tuition-free education and providing convenient locations have the highest regard. Also highly rated (in priority order) were: providing a pleasant environment for learning, providing a general education, and providing transfer programs to four-year institutions.

With respect to the poorest jobs being done by the District in specific programs and services, no responding group identified a category which the majority or even one-third of the respondents felt was being done unsatisfactorily (Table 2). Several categories, however, did have more than 20 percent of the respondents who were dissatisfied. The Community College Staff felt the greatest deficiency, with three categories singled out: providing Sunday classes (31 percent rating it as "poor"), providing job placement services (26 percent), and providing Saturday classes (22 percent). The Community only called attention to one category: providing Sunday classes (25 percent).

If, in this particular case, the scope is widened to combine both a response of "fair" and of "poor" in respect to the poorest jobs being done by the District, an interesting pattern emerges. The Community held their lowest ratings for the District's training students to be citizens (45 percent rating it to be a "fair" or "poor" job), training students to be parents (34 percent), training students to be wage earners (33 percent), training students to be learners (33 percent), and training students to be scholars (33 percent),

The Community Leaders held their lowest estimations for the District's offering a tuition-free education (37 percent rating it to be a "fair" or "poor" job), providing vocational and job counseling (34 percent), providing late afternoon and early evening classes (29 percent), and offering transfer programs to four-year institutions (28 percent).

The San Diego Community Colleges' Staff held their lowest judgments for the District's offering job placement services (50 percent rating it to be a "fair" or "poor" job), offering a pleasant environment for learning (49 percent), providing vocational and job counseling (48 percent), and training students to be mentally healthy (46 percent).

The Community Colleges' Continuing Students held their lowest perceptions for the District's training students to be scholars (35 percent rating it to be a "fair" or "poor" job), training students to be generally knowledgeable and be able to survive (34 percent), training students to be good neighbors (34 percent), training students to be learners (33 percent), and training students to be citizens (33 percent).

TABLE 1

The Comparative Ranking of the Respondents' Perceptions of the Best Jobs Being Done by the San Diego Community College District with Regard to Specific Programs and Services

	Community	Percentage "Good" or "Very Good"
1.	Providing convenient locations	58%
2.	Providing a pleasant environment for learning	56%
3.	Providing a tuition-free education	53%
4.	Providing vocational education	48%
	Providing educational opportunities for ethnic minorities	
	Providing general education	
5.	Providing transfer programs to four-year colleges or universities	47%
	Community Leaders	
1.	Providing transfer programs to four-year colleges or universities	38%
2.	Providing late afternoon and evening classes	36%
3.	Providing learning opportunities for all adults regardless of educational background	35%
4.	Advertising their programs	33%
5.	Providing educational opportunities for ethnic minorities	32%
	SDCC Staff	
1.	Providing a tuition-free education	82%
2.	Providing convenient locations	74%
3.	Providing general education	71%
4.	Providing vocational education	68%
5.	Providing educational opportunities for ethnic minorities	63%
	SDCC Continuing Students	
1.	Providing a tuition-free education	70%
2.	Providing convenient locations	67%
3.	Providing a pleasant environment for learning	61%
4.	Providing general education	54%
5.	Providing vocational education	45%
	CONSENSUS (Based on Rankings)	
1.	Providing a tuition-free education	
	Providing convenient locations	
2.	Providing a pleasant environment for learning	
	Providing general education	
3.	Providing transfer programs to four-year colleges or universities	
4.	Providing vocational education	
5.	Providing educational opportunities for ethnic minorities	
	Providing late afternoon and evening classes	

TABLE 2

The Comparative Ranking of the Respondents' Perceptions of the Worst Jobs Being Done by the San Diego Community College District with Regard to Specific Programs and Services

		Percentage "Poor"
Community		
1.	Providing Sunday classes	25%
2.	Providing Saturday classes	16%
3.	Training students to be parents	14%
4.	Providing child-care facilities for parents-learners	13%
5.	Training students to be citizens Training students to spend leisure time constructively	12%
Community Leaders		
1.	Providing late afternoon and evening classes	19%
2.	Providing a tuition-free education	15%
3.	Providing vocational and job counseling Providing educational opportunities for the physically handicapped	13%
4.	Providing transfer programs to four-year colleges or universities	12%
5.	Providing Saturday classes	10%
SDCC Staff		
1.	Providing Sunday classes	31%
2.	Providing job placement services	26%
3.	Providing Saturday classes	22%
4.	Providing a pleasant environment for learning	19%
5.	Providing late afternoon and evening classes	18%
SDCC Continuing Students		
1.	Providing Sunday classes	18%
2.	Providing Saturday classes	14%
3.	Training students to spend leisure time constructively Training students to be parents Training students to be good neighbors Providing job placement services	12%
4.	Providing late afternoon and evening classes	11%
5.	Training students to be scholars Training students to be consumers Providing vocational and job counseling	10%
CONSENSUS (Based on Rankings)		
1.	Providing Sunday classes	
2.	Providing Saturday classes	
3.	Providing late afternoon and evening classes	
4.	Providing job placement services	
5.	Training students to be parents	

Section 2

How Well the Faculty, Administrators, and Non-Teaching Personnel Are Performing in Meeting the Needs of the Students and the Community

The respondents' perception with regard to the kind of job the teaching faculty of the San Diego Community College District is doing was generally very favorable (Table 3). In terms of giving the students knowledge, all responding groups gave the faculty a high rating: the Community -- 47 percent perceiving them as "good" or "very good", the Community Leaders -- 61 percent, Community College Staff -- 77 percent, Community College Continuing Students -- 74 percent, and Community College Former Students -- 84 percent.

With regard to motivating the students to learn, the faculty also received a favorable response: the Community -- 35 percent rating them as doing a "good" or "very good" job, the Community Leaders -- 36 percent, the Community College Staff -- 61 percent, the Community College Continuing Students -- 55 percent, and the Community College Former Students -- 60 percent.

Relatively high marks were also received by the faculty in terms of preparing students for a four-year institution and for getting a job. With reference to these areas, 44 and 38 percent of the Community valued them as "good" or "very good", respectively; the Community Leaders rated them 53 and 45 percent respectively; the Community College Staff assessed them notably higher, 66 and 55 percent respectively; the Continuing Students perceptions seemed consistent with the Community Leaders, 52 and 46 percent respectively; and most importantly (since they have the greatest personal knowledge) the Former Students also rated them higher, 62 and 56 percent respectively.

The faculty was perceived less positively by the respondents in the area of helping students to become involved in community activities. In that regard, the Community gave the faculty a judgment of only 27 percent "good" or "very good", both the Community Leaders and the Former Students gave them only a 23 percent rating, and the Community College's Staff only a 26 percent assessment. Interestingly, the Continuing Students gave the faculty their best rating in this area -- 30 percent.

Overall, the San Diego Community College administrators received a lower evaluation than did the faculty (Table 4). Even between groups, there was a disparity of response frequencies. In terms of helping the students learn, the Community gave the administrators the lowest rating of the responding groups -- only 29 percent "good" or "very good" responses. Other responding groups valued the administrators much higher. The Community College Former Students led the remaining groups with a 51 percent "good" or "very good" rating, followed by the Community Leaders with 50 percent, the Community College Continuing Students with 44 percent, and the Community College Staff with 39 percent.

Much lower marks were received by the administrators in terms of helping the faculty become better teachers and making sure the taxpayers' money is wisely spent and managed. With reference to these areas, only 23 and 25 percent of the Community perceived them as doing a "good" or "very good" job, respectively; the Community Leaders gave them the highest rankings, 30 and 48 percent, respectively; the Community College Staff assessed them at 29 and 34 percent, respectively; the Community College Continuing Students gave them a judgment of 30 and 27 percent, respectively; and the Former Students gave them one of the higher ratings -- 31 and 40 percent, respectively.

Overall, the San Diego Community College District's non-instructional employees were held in a higher estimation than the District's administrators (Table 5). Although in terms of helping students learn, the Community gave them a much more favorable estimation (39 percent responding that they were doing a "good" or "very good" job), the Community Leaders gave them a less favorable rating than they did the administrators (36 percent). A majority of the Community College Continuing Students (51 percent) and a large majority of the Former Students (67 percent) and the District Staff (72 percent) were very satisfied with the job they were doing in this area.

In terms of making the San Diego Community College District better, the Community also gave them a fairly favorable judgment (41 percent "good" or "very good"). In this regard, however, the Community Leaders gave them a less favorable rating (32 percent). The Community College Continuing Students (46 percent), Former Students (62 percent), and District Staff (67 percent) all had much higher estimations of the job the non-instructional employees were doing.

Again it is important to note that in each of the three categories (faculty, administrators and non-instructional support personnel), if the possible response choices were limited to only those expressing an opinion, a majority of the categories would have a majority of the respondents judging them as "good" or "very good".

TABLE 3

Respondents' Perception with Regard to the Kind of Job the Teaching Faculty of the San Diego Community College District is Doing.

Category	Community	Community Leaders	SDCC Staff	Continuing Students	Former Students
	Percentage of "Good" or "Very Good" Responses				
Giving students knowledge	47	61	77	74	84
Motivating students to learn	35	36	61	55	60
Preparing students to go on to a four-year institution	44	53	66	52	62
Prepare students for a job	38	45	55	46	56
Helping students to become involved in community activities	27	23	26	30	23

TABLE 4

Respondents'Perception with Regard to the Kind of Job the Administrators of the San Diego Community College District are Doing

Category	Community	Community Leaders	SDCC Staff	Continuing Students	Former Students
	Percentage of "Good" or "Very Good" Responses				
Helping students learn	29	50	39	44	51
Helping faculty become better teachers	23	30	29	30	31
Making sure taxpayers' money is wisely spent and managed	25	48	34	27	40

TABLE 5

Respondents' Perception with Regard to the Kind of Job the Non-Instructional Employees of the San Diego Community College District are Doing

Category	Community	Community Leaders	SDCC Staff	Continuing Students	Former Students
	Percentage of "Good" or "Very Good" Responses				
Helping students learn	39	36	72	51	67
Making the San Diego Community College District better	41	32	67	46	62

TABLE 6

Respondents' Ranked Perceptions with Regard to Attitudes Toward those Programs and Services Currently Provided by the San Diego Community College District Which Should be Expanded

Community	Percentage "should be expanded"
1. Public transportation	74%
2. Job placement services	73%
Vocational courses	
3. Retraining adults for new jobs/careers	71%
4. Job/career counseling	60%
Parking facilities	
5. Library books and facilities	58%
Community Leaders	
1. Job placement services	72%
2. Retraining adults for new jobs/careers	71%
3. Job/career counseling	64%
4. Vocational courses	63%
5. Education for transfer to four-year colleges and universities	53%
SDCC Staff	
1. Public transportation	70%
2. Retraining adults for new jobs/careers	69%
Job/career counseling	
3. Job placement services	68%
Vocational courses	
Parking facilities	
4. Library books and facilities	59%
5. Informational services to community industries and business	55%
SDCC Continuing Students	
1. Parking facilities	72%
2. Job/career counseling	67%
3. Job placement services	66%
4. Public transportation	63%
Education for transfer to four-year colleges and universities	
5. Library books and facilites	58%

CONSENSUS (Based on Rankings)
1. Job placement services
2. Job/career counseling
3. Public transportation
4. Retraining adults for new jobs/careers
5. Parking facilities
6. Vocational courses

Section 3

Opinions Regarding Which Programs and Services Provided by the San Diego Community College District Should Be Expanded, Stay the Same, or Be Cut Back

When asked to provide an opinion regarding those programs and services currently provided by the Community Colleges which should be expanded, the respondents' trend was to name vocationally oriented areas (Table 6). Interestingly, the more traditional academically oriented programs and services were not mentioned nearly as often. There seemed to be a high rate of agreement within each responding group, with many of the cumulative responses reaching over 60 percent.

The Community felt that the highest priority for expansion should be in the area of public transportation with over a 74 percent response rate. The Community also ranked job placement services and vocational courses as having a high priority for expansion with a 73 percent response. Also highly rated was retraining adults for new jobs and careers (71 percent). Mentioned frequently were job/career counseling services (60 percent), parking facilities (60 percent), and library books and facilities (58 percent).

The Community Leaders valued job placement services (72 percent), retraining adults for new jobs and careers (71 percent), job/career counseling (64 percent), vocational courses (63 percent), and education for transfer to four-year institutions (53 percent) as having the highest priority for District expansion.

Interestingly, the San Diego Community College Staff provided a very similar category ranking in comparison with the Community. The District Staff felt that the highest priority for expansion should be in the area of public transportation (70 percent). The Staff also ranked retraining adults for new jobs and careers and job/career counseling as having a high priority for expansion with a 69 percent response. Also highly rated were job placement services, vocational courses, and parking facilities (all 68 percent). Library books and facilities (59 percent) and informational services to community industries and businesses (55 percent) round out the top five rankings.

Community College Continuing Students judged parking facilities (72 percent) as their top priority for expansion. The Continuing Students valued job/career counseling (67 percent), job placement services (66 percent), public transportation (63 percent), education for transfer to a four-year institution (63 percent), and library books and facilities (58 percent), as having priority for expansion.

A consensus ranking of the respondents' perceptions of the highest priority areas for expanding current Community College programs and services shows that job placement services has the highest priority. Also highly rated (in priority order) were: job/career counseling, public transportation, retraining adults for new jobs and careers, parking facilities, and vocational courses.

With respect to those programs and services which the respondents perceived should be cut back, no responding group identified a category where more than one-third felt a need for reevaluation (Table 7). Several responding groups did note categories, however, where more than 20 percent of the respondents felt that the particular program or service needed to be cut back. The Community Leaders felt that social and recreational functions needed a close scrutiny (26 percent), while the Community College Staff called attention to one category, minority or ethnic academic programs (23 percent).

TABLE 7

Respondents' Ranked Perceptions with Regard to Attitudes Toward Those Porgrams and Services Currently Provided by the San Diego Community College District Which Should Be Cut Back

	Percentage "should be cut back"
Community	
1. Social and recreational functions	17%
2. Minority or ethnic academic programs	11%
3. Women's studies	8%
Community Leaders	
1. Social and recreational functions	26%
2. Minority or ethnic academic programs Cultural activities for the community Informational servcies to community industries and business	17%
3. Recreation activities and facilities for the community	16%
SDCC Staff	
1. Minority or ethnic academic programs	23%
2. Social and recreational functions	17%
3. Women's studies Psychological counseling	12%
SDCC Continuing Students	
1. Minority or ethnic academic programs	17%
2. Social and recreational functions	11%
3. Adult education, non-credit	9%

TABLE 8

Responses to the Question: "How good a job do you feel the colleges and adult centers in the San Diego Community College District are doing to meet your own needs?"

Responding Groups	Percentages of Responses			
	Good or Very Good	Fair	Poor	Don't Know
Community	53	14	5	28
Community Leaders	51	12	3	34
SDCC Continuing Students	68	22	3	7

TABLE 9

Responses to the Question: "How good a job do you feel the colleges and adult centers in the San Diego Community College District are doing to meet the needs of the citizens of the community?"

Responding Groups	Percentages of Responses			
	Good or Very Good	Fair	Poor	Don't Know
Community	60	17	4	19
Community Leaders	69	18	1	12
SDCC Continuing Students	52	20	3	25

TABLE 10

Responses to the Question: "What kind of a relationship does the San Diego Community College District have with the community?"

Responding Groups	Percentages of Responses			
	Good or Very Good	Fair	Poor	Don't Know
Community	58	22	5	15
Community Leaders	70	21	4	5
SDCC Staff	68	22	5	5

Section 4

How Well the San Diego Community College District Meets the Needs of the Individual Respondents and the San Diego Community

Overall, respondents seem to have a very positive regard for the San Diego Community Colleges in terms of the District meeting each respondent's needs and the needs of the citizens of the community. The District is also seen as having a very positive relationship with the San Diego Community.

Community College Continuing Students had the highest estimation of the District with regard to meeting each individual respondent's need (Table 8). Sixty-eight percent of the Students said the District was doing a "good" or "very good" job in this area. Only 7 percent had no knowledge in this category. The majority of the Community respondents were also very satisfied with the District (53 percent), although a high percentage had no knowledge in this area (28 percent). The majority of the Community Leaders were similarly satisfied (51 percent), while even a larger percentage (34 percent) could make no response.

In terms of meeting the needs of the citizens of the community, the Community Leaders had the highest estimation with 69 percent saying the District was doing a "good" or "very good" job (Table 9). Eighteen percent of the respondents perceived the District was doing a "fair" job, only 1 percent felt the job was "poor", and 12 percent did not know. The Community also rated the District very highly in this regard, with 60 percent judging "good" or "very good". Seventeen percent of the respondents perceived the Community Colleges were doing a "fair" job, only 4 percent felt the job was "poor", and 19 percent did not know. Still a majority of the Community College Continuing Students felt the District was doing a "good" or "very good" job in this area (52 percent). Twenty percent of the respondents perceived the District was doing a "fair" job, only 3 percent felt the job was "poor", and one-quarter (25 percent) did not know.

The Community Leaders had the highest estimation of the District with regard to the type of relationship it had with the San Diego Community (Table 10). Seventy percent of the Community Leaders said the District was doing a "good" or "very good" job in this area. Only 5 percent had no knowledge in this category. A large majority of the Community Colleges Staff were also very satisfied with the District (68 percent), with only 5 percent having no knowledge in this area. A majority of the Community were similarly satisfied (58 percent), although interestingly a significant percentage could make no response (15 percent).

Section 5

Respondents' Priorities Regarding Those Programs, Services, and Goals Which Should be Considered Most and Least Important for the San Diego Community College District to Pursue

Overall, each of the responding groups identified many programs, services, and goals which should be of a high priority for the San Diego Community College District (Table 11). Significantly, within each group there was a high level of agreement with regard to which areas should be of the most importance.

The Community believed that providing educational opportunities for the physically handicapped should be of the highest priority for the District, with 76 percent judging it to be "very important". Other areas of highest priority were: training students to be generally knowledgeable and to be able to survive (71 percent), training students to be wage earners (68 percent), providing vocational education (67 percent), offering job placement services (67 percent), training students to be mentally healthy (67 percent), providing vocational and job counseling (64 percent), and training students to be learners (64 percent). There were two other categories receiving more than a 60 percent response of "very important".

It was the Community Leaders' judgment that offering a pleasant environment for learning should be of the highest priority for the District, with 75 percent rating it to be "very important". Other areas of highest priority were: training students to be wage earners (72 percent), training students to be citizens (68 percent), offering a tuition-free education (65 percent), training students to be scholars (65 percent), providing learning opportunities for all adults regardless of educational background (65 percent), training students to be mentally healthy (64 percent), training students to be learners

(64 percent), and providing late afternoon and early evening classes (64 percent). There were three other categories receiving more than a 60 percent response of "very important".

The San Diego Community College Staff believed that providing vocational education and training students to be citizens should be of the highest priority for the District, with 78 percent rating them to be "very important". Other areas of highest priority were: training students to be generally knowledgeable and to be able to survive (68 percent), providing educational opportunities for the physically handicapped (67 percent), providing general education (67 percent), and providing vocational and job counseling (66 percent). There were three other categories receiving more than a 60 percent response of "very important".

It was the Community College's Continuing Students' estimation that providing educational opportunities for the physically handicapped should be of the highest priority for the District, with 72 percent rating it to be "very important". Other areas of highest priority were: offering transfer programs to four-year institutions (71 percent), training students to be learners (69 percent), training students to be generally knowledgeable and to be able to survive (68 percent), offering a pleasant environment for learning (68 percent), and offering tuition-free education. There were seven other categories receiving more than a 60 percent response of "very important".

The consensus ranking of the respondents' perceptions of what should be the highest priorities of the San Diego Community College District shows that providing educational opportunities for the physically handicapped has the highest priority. Also highly rated (in priority order) are: training students to be generally knowledgeable and to be able to survive, training students to be citizens, offering a pleasant environment for learning, training students to be wage earners, and providing vocational education.

With respect to the respondents' lowest priorities for the San Diego Community Colleges (Table 12), the Community held its lowest ratings for the District's providing Sunday classes (only 20 percent responded as "very important"), training students to be scholars (27 percent), offering co-curricular activities (33 percent), training students to go on to a four-year institution (34 percent), and providing Saturday classes (38 percent).

The Community Leaders held its lowest priorities for the District's training students to be consumers (only 28 percent responded as "very important"), training students to be physically healthy (29 percent), providing personal/psychological counseling (33 percent), providing child-care facilities for parents-learners (35 percent), providing Sunday classes (36 percent).

The Community Colleges' Staff held their lowest ratings for the District's providing Sunday classes (only 13 percent responded as "very important"), training students to be scholars (22 percent), training students to go on to a four-year institution (24 percent), offering co-curricular activities (27 percent), and offering financial aid to students (31 percent).

The Community Colleges' Continuing Students held their lowest priorities for the District's providing Sunday classes (only 18 percent responded as "very important"), training students to be scholars (27 percent), offering co-curricular activities (31 percent), training students to spend leisure time constructively (35 percent), providing Saturday classes (35 percent), and training students to be parents (37 percent).

The consensus ranking of the respondents' perceptions of what should be the lowest priorities of the San Diego Community College District shows that providing Sunday classes has the lowest estimation. Also rated at the bottom (in priority order) are: training students to be scholars, offering co-curricular activities, training students to go on to a four-year institution, training students to be consumers, and training students to be physically healthy. The individual breakdowns for each of the four responding groups with respect to perceptions of specific areas is found in Appendix D.

TABLE 11

The Comparative Ranking of the Respondents' Highest Priorities with Regard to the Programs, Services, and Goals of the San Diego Community College District

Community	Percentage "Very Important"
1. Provide educational opportunities for the physically handicapped	76%
2. Train students to be generally knowledgeable and to be able to survive	71%
3. Train students to be wage earners	68%
4. Provide vocational education	67%
Offer job-placement services	
Train students to be mentally healthy	
5. Provide vocational and job counseling	64%
Train students to be learners	

Other categories receiving more than a 60% response of "very important": Train students to be physically healthy (61%); Provide learning opportunities for all adults regardless of educational background (60%).

Community Leaders	
1. Offer a pleasant environment for learning	75%
2. Train students to be wage earners	72%
3. Train students to be citizens	68%
4. Offer tuition - free education	65%
Train students to be scholars	
Provide learning opportunities for all adults regardless of educational background	
5. Train students to be mentally healthy	64%
Train students to be learners	
Provide late afternoon and early evening classes	

Other categories receiving more then a 60% response of "very important": Provide convenient locations (63%); offer co-curricular activities (63%); Provide vocational education (62%).

SDCC Staff	
1. Provide vocational education	78%
Train students to be citizens	
2. Train students to be learners	75%
3. Train students to be generally knowledgeable and to be able to survive	68%
4. Provide educational opportunities for the physically handicapped	67%
Provide general education	
5. Provide vocational and job counseling	66%

Table 11
Continued

Other categories receiving more then a 60% response of "very important": Provide learning opportunities for all adults regardless of educational background (63%); Offer job-placement services (62%); Train students to be wage earners (60%).

SDCC Continuing Students

1. Provide educational opportunities for the physically handicapped	72%
2. Offer transfer programs to four-year colleges or universities	71%
3. Train students to be learners	69%
4. Train students to be generally knowledgeable and to be able to survive Offer a pleasant environment for learning	68%
5. Offer tuition - free education	66%

Other categories receiving more than a 60% response of "very important": Provide vocational education (64%); Provide learning opportunities for all adults regardless of educational background (63%); Train students to be wage earners (63%); Provide general education (62%); Train students to be mentally healthly (61%); Offer job-placement services (61%); Provide convenient locations (60%).

CONSENSUS (Based on Rankings)

1. Provide educational opportunities for the physically handicapped
2. Train students to be generally knowledgeable and to be able to survive
3. Train students to be citizens
4. Offer a pleasant environment for learning
   Train students to be wage earners
   Provide vocational education

TABLE 12

The Comparative Ranking of the Respondents' Lowest Priorities with Regard to the Programs, Services, and Goals of the San Diego Community College District.

Community	Percentage "very important"
1. Provide Sunday classes	20%
2. Train students to be scholars	27%
3. Offer co-curricular activities	33%
4. Train students to go on to a four-year college or university	34%
5. Provide Saturday classes	38%

Community Leaders	
1. Train students to be consumers	28%
2. Train students to be physically healthy	29%
3. Provide personal/psychological counseling	33%
4. Provide child-care facilities for parents-learners	35%
5. Provide Sunday classes	36%

SDCC Staff	
1. Provide Sunday classes	13%
2. Train students to be scholars	22%
3. Train students to go on to a four-year college or university	24%
4. Offer co-curricular activities	27%
5. Offer financial aid to students	31%

SDCC Continuing Students	
1. Provide Sunday classes	18%
2. Train students to be scholars	27%
3. Offer co-curricular activities	31%
4. Train students to spend leisure time constructively Provide Saturday classes	35%
5. Train students to be parents	37%

CONSENSUS (Based on Rankings)

1. Provide Sunday classes
2. Train students to be scholars
3. Offer co-curricular activities
4. Train students to go on to a four-year college or university
   Train students to be consumers
5. Train students to be physically healthy

Section 6

How Well the San Diego Community College District is Preparing People for Transfer to a Four-Year Institution

Both the San Diego Community Colleges' Continuing Students and Former Students gave the District an extremely high rating with regard to the adequacy of preparation it gave them for getting jobs and for transfer, and the actual ease in finding jobs and transferring once they left.

The Community Colleges' Continuing Students and Former Students showed a marked consistency of response to the question concerning the adequacy of preparation for jobs given them by the San Diego Community College District (Table 13). Seventy-five percent of the Continuing Students and 76 percent of the Former Students felt the District was doing at least a satisfactory job in this area.

The Continuing Students and Former Students gave even a higher estimation of the adequacy of preparation for transfer to a four-year college given them by the San Diego Community College District (Table 14). Eighty-nine percent of the Continuing Students and 81 percent of the Former Students felt the District was doing at least a satisfactory job in this area.

The Continuing Students and Former Students both provided an interesting perspective with regard to their perceptions and the realities of finding a job or transferring to a four-year institution (Table 15). A majority of the Continuing Students (52 percent) believed that they have a good or very good chance of getting a job in the area for which they've been training once completing their program with the District. Of the remainder, 21 percent estimated that their chances were fair, with 9 percent rating their chances as poor. Eighteen percent of the sample did not know what their chances were.

Importantly, Former Students did not seem to find it difficult to find a job or to transfer to a four-year institution after completing their program. Sixty-eight percent of the Former Students did not find difficulty in finding a job, while 80 percent did not find difficulty in transferring after completing their program.

TABLE 13

Distribution of Responses by Former and Continuing Students to Questions Regarding the Adequacy of Job Preparation Given Them by the San Diego Community College District

Responding Groups and Question	Percentage of Responses	
	Yes	No
Continuing Students: Do you feel the training and education you are receiving is adequately preparing you for a job?	75	25
Former Students: Did the training and education you received adequately prepare you for a job?	76	24

TABLE 14

Distribution of Responses by Former and Continuing Students to Questions Regarding the Adequacy of Preparation for Transfer to a Four-Year College Given Them by the San Diego Community College District

Responding Groups and Question	Percentage of Responses	
	Yes	No
Continuing Students: Do you feel the training and education you are receiving is adequately preparing you for transfer to a four-year college?	89	11
Former Students: Did the training and education you received adequately prepare you for transfer to a four-year college?	81	19

TABLE 15

Distribution of Responses by Former and Continuing Students to Questions Regarding Their Perceptions and the Realitities of Finding a Job or Transferring to a Four-Year College after Completing Their Program at SDCC.

Responding Groups and Question	Percentages of Responses			
	Good or Very Good	Fair	Poor	Don't Know
Continuing Students: What kind of chances are there of getting a job in the area for which you have been trained?	52	21	9	18
		No	Yes	
Former Students: Did you find it difficult to find a job after you completed your program?		68	32	
		No	Yes	
Former Students: Did you find it difficult transferring to a four-year college after completing your program?		80	20	

Section 7

Respondents' Usage of the Services, Programs, and Facilities of the San Diego Community College District

Overall, there seems to be a relatively low usage of the non-credit community services by most of the responding groups (Table 16 and Table 17). In terms of the most used community services (Table 16), the highest usage for the Community was that of the libraries, reported used by only a little over one-third of the respondents (34 percent). The second highest usage was that of the tennis courts, with only 23 percent of the sample having used them. Twenty-one percent of the Community said they attended college lecture series.

The highest usage for the Community Leaders was also of the libraries, reported used by 35 percent of the respondents. The second highest usage was of the lecture series, reported by 34 percent of the respondents. Thirty-two percent of the Community Leaders had attended a Community Colleges theater presentation.

The highest usage of non-credit community services by the Community Colleges' Staff was of the libraries, with 75 percent reporting they had used them. The second highest usage was of the Community College theater presentations, attended by 67 percent of those responding. Fifty-eight percent of the District Staff had attended a film presentation.

The highest usage by the Community Colleges' Continuing Students was also of the libraries, reported used by 75 percent of the respondents. The second highest usage was of the tennis courts, with 28 percent having reported used them. Meeting rooms, handball/racquet ball courts, and the Community College theater presentations all received 25 percent of the Continuing Students responses.

In terms of identified Community services (Table 17), the Community had the least use for the District's College bands (with only 7 percent making use of it or attending a presentation), Community College orchestras (8 percent), and meeting rooms (12 percent).

The Community Leaders had the least use for the District's College bands (with only 9 percent making use of it or attending a presentation), Community College orchestras (10 percent), and the jogging tracks (14 percent).

The Community Colleges' Staff had the least use for the District's College bands (with only 20 percent making use of it or attending a presentation), handball/racquet ball courts (21 percent), and the jogging tracks (23 percent).

The Community Colleges' Continuing Students had the least use for the District's College orchestras (with only 6 percent making use of it or attending a presentation), College bands (7 percent), and intra-mural athletics (12 percent).

In terms of usage of the San Diego Community Colleges' educational programs, a majority of both the Community and the Community Leaders reported that either they or a family member had taken or were presently taking a course in one of the colleges or the adult schools (Table 18). Specifically, 59 percent of the Community and 64 percent of the Community Leaders were making use themselves or had a family member utilizing the District's programs.

TABLE 16

The Comparative Ranking of the Respondents' Usage of the Non-Credit Community Services Offered by the San Diego Community College District - Most Used Community Services.

Community	Percentage "Yes"
1. Library	34%
2. Tennis Courts	23%
3. Lecture Series	21%
Community Leaders	
1. Library	35%
2. Lecture Series	34%
3. Community College Theater	32%
SDCC Staff	
1. Library	75%
2. Community College Theater	67%
3. Film Presentation	58%
SDCC Continuing Students	
1. Library	75%
2. Tennis Courts	28%
3. Meeting Rooms Handball/Raquetball Courts Community College Theater	25%

TABLE 17

The Comparative Ranking of the Respondents' Usage of the Non-Credit Community Services Offered by the San Diego Community College District - Least Used Community Services.

Community	Percentage "Yes"
1. Community College band	7%
2. Community College orchestra	8%
3. Meeting rooms	12%
Community Leaders	
1. Community College band	9%
2. Community College orchestra	10%
3. Jogging track	14%
SCDD Staff	
1. Community College band	20%
2. Handball/raquetball courts	21%
3. Jogging track	23%
SDCC Continuing Students	
1. Community College orchestra	6%
2. Community College band	7%
3. Intramural athletics	12%

TABLE 18

Responses to the Question: "Have you or any member of your immediate family taken or are presently taking a course at any of the schools of the San Diego Community College District, including their adult schools?"

Responding Groups	Percentages of Responses	
	Yes	No
Community	59	41
Community Leaders	64	36

Section 8

Awareness, Preferences, and Opinions with Regard To Selective General Dimensions of The San Diego Community College District

Overall, the San Diego Community College District seemed to be a highly visible and fairly well understood resource for the San Diego community and the area community leaders. Both responding groups expressed definite preferences for the general types of classes they would attend.

Both the Community and the Community Leaders showed a high awareness of the San Diego Community College District (Table 19). Seventy-nine percent of the Community had heard the name "San Diego Community College District". Sixty-six percent of the respondents were aware that adult residents of San Diego could take courses with the District without paying tuition. Fifty-five percent of the Community respondents were aware that adult residents who did not have a high school diploma could take courses with the District.

Ninety-eight percent of the Community Leaders had heard the name "San Diego Community College District". Ninety percent of the respondents were aware that adult residents of San Diego could take courses with the District without paying tuition. Eighty-eight percent of the Community Leaders were aware that adult residents who did not have a high school diploma could take courses with the District.

San Diego Community Leaders for the most part were able to identify those colleges which are part of the San Diego Community College District, while the Community seemed slightly less able (Table 20). The Community Leaders accurately identified the District's four campuses, with City College having the highest name recognition (93 percent naming it), Mesa and Evening Colleges were also named consistently by respondents (90 percent and 88 percent, respectively). Miramar College, the District's newest, was named less often but also fairly consistently (77 percent). Relatively few responding Community Leaders named the out-of-district campuses (Grossmont, Southwestern, Palomar, and MiraCosta) as being part of the District.

The Community was also knowledgeable about the campuses, although there seemed to be some confusion concerning several of them. Again, City College had the highest name recognition with 75 percent of the respondents naming it as a District campus. Mesa College also had a high recognition, with 72 percent naming it as a campus of the Community Colleges. A majority of the respondents were able to choose Evening College as being part of the District, but only 42 percent recognized Miramar College. Importantly, Grossmont College was(erroneously)picked more often (47 percent). There also seemed to be some confusion about several of the other out-of-district campuses, with Southwestern and Palomar being named by 28 percent and 21 percent, respectively.

The Community and especially the Community Leaders seemed knowledgeable about the types of education usually provided by a community college (Table 21). Ninety-four percent of the Community Leaders believed that community colleges provided freshman and sopho[illegible] courses leading to possible transfer to a four-year college. Eighty-two percent of the respondents felt community colleges provided vocational education. Only 2 percent believed that a community college provided a four-year liberal arts degree, and no respondent had a lack of knowledge of what they provided.

The Community, for the most part, felt that a community college provided courses leading to a possible transfer to a four-year college (78 percent). A majority of the respondents believed that they provided vocational education (53 percent). Nine percent felt that a community college provided a four-year liberal arts degree, while 12 percent did not know.

There was a marked difference between the Community and the Community Leaders in terms of preferences for where they would prefer to attend to learn a trade or obtain a vocational skill (Table 22). Fifty-one percent of the responding Community Leaders would prefer attending a tax-supported public community college, while 38 percent preferred on-the-job training. Twenty-three percent of the respondents would like to attend an apprenticeship program, while only 8 percent preferred a private vocational school.

Importantly, however, a majority of the Community showed a preference for on-the-job training (59 percent), with a much lower percentage preferring a tax-supported public community college (25 percent). Eighteen percent of the respondents would like to attend an apprenticeship program, while only 8 percent preferred a private vocational school.

In terms of preferences for where the respondents would like to take an adult education non-credit course, a majority of both the Community and the Community Leaders would prefer a separate adult center (Table 23). Both groups showed the least desire to attend classes at an existing high school campus with regular high school students.

Sixty-four percent of the responding members of the Community would prefer taking classes at a separate adult center. Thirty-eight percent of the Community would like to attend classes at an existing high school campus but not with regular high school students. Only 12 percent showed a desire to take classes at an existing high school campus with regular high school students.

Fifty-four percent of the Community Leaders would prefer taking courses at a separate adult center. A relatively high percentage (47 percent) would like to attend classes at an existing high school campus but not with regular high school students. Only 6 percent showed a preference for classes at an existing high school campus with regular high school students.

In terms of the general types of classes they would like to attend at one of the Community Colleges, for the most part the Community and the Community Leaders differed somewhat from each other in their preferences (Table 24). The Community had its highest preferences for the District's providing evening classes (58 percent preferring this type of class), arts and crafts type courses (49 percent), day classes (42 percent), vocational educational classes (41 percent), and college credit classes (39 percent).

The Community Leaders had the highest preferences for the District's providing evening classes (70 percent preferring this type of class), adult education non-credit classes (43 percent), short duration classes (35 percent), arts and crafts type courses (27 percent), and college credit classes (22 percent). Both groups seemed to agree that of the identified types of classes, Sunday classes and T.V. classes had the lowest priority as far as their preferences went.

In terms of rating the San Diego Community College District's campuses for the general appearance of their buildings and grounds, all of the responding groups give the District fairly high marks (Table 25). Sixty-seven percent of the Community rate the District "good" or "very good" in this regard, 13 percent "fair", 3 percent "poor", and 17 percent "don't know".

The District received a very high rating from the Community Leaders in this regard, with 81 percent judging the general appearance to be "good" or "very good", 12 percent "fair", only 1 percent "poor", and 6 percent "did not know". The Community Colleges' Continuing Students also gave the District a high estimation, with 71 percent rating the general appearance to be "good" or "very good", 19 percent "fair", 9 percent "poor", and 1 percent had no knowledge. Interestingly, the District Staff gave the lowest estimation with still a majority rating it "good" or "very good" (56 percent), but with 34 percent saying "fair", 7 percent "poor", and 3 percent not knowing.

TABLE 19

Distribution of Responses With Regard to the Community and Community Leaders' Knowledge about the San Diego Community College District

Question	Percentages of Responses			
	Community		Community Leaders	
	Yes	No	Yes	No
Have you heard the name: San Diego Community College District?	79	21	98	2
Are you aware that adult residents of San Diego can take courses at the San Diego Community Colleges without paying tuition?	66	34	90	10
Are you aware that adult residents of the City of San Diego who do not have a high school diploma can take courses at the San Diego Community Colleges?	55	45	88	12

TABLE 20

Responses to the Question: "Which of the following colleges are a part of the San Diego Community College District?"

Colleges		Community	Community Leaders
		Percentage Distribution of Responses*	Percentage Distribution of Responses*
SDCC Colleges	City College	75	93
	Mesa College	72	90
	Evening College	56	88
	Miramar College	42	77
Non-SDCC Colleges	Grossmont College	47	9
	Southwestern College	28	6
	Palomar College	21	5
	Mira Costa College	11	2

*Percentages add up to more than 100 percent as more than one response was possible.

TABLE 21

Responses to the Question: "Which of the following kinds of education usually are provided by a community college?"

Kinds of Education	Community Percent Distribution of Responses*	Community Leaders Percent Distribution of Responses*
Four-year liberal arts degree	9	2
Freshman/sophmore courses for possible transfer to a four-year college	78	94
Vocational education	53	82
Do not know	12	0

*Percentages add up to more than 100 percent as more than one response was possible.

TABLE 22

Responses to the Question: "If you were interested in learning a trade or vocational skill, where would you prefer to attend?"

Preference	Community Percent Distribution of Responses*	Community Leaders Percent Distribution of Responses*
On-the-job training	59	38
Tax-supported public community college	25	51
Apprenticeship program	18	23
A private vocational school	8	8

*Percentages add up to more than 100 percent as more than one response was possible.

TABLE 23

Responses to the Question: "If you decided to take an adult non-credit course, where would you prefer taking the class?"

Preference	Community Percent Distribution of Responses*	Community Leaders Percent Distribution of Responses*
At a separate adult center	64	54
At an existing high school campus but not with regular high school students	38	47
At an existing high school campus with regular high school students	12	6

*Percentages add up to more than 100 percent as more than one response was possible.

TABLE 24

Responses to the Question: "If you were to take some sort of a class at one of the Community Colleges, which of the following would you prefer?"

Type of Classes	Community		Community Leaders	
	Percent Distribution of Responses*	Rank most preferred	Percent Distribution of Responses*	Rank most preferred
Evening classes	58%	(1)	70%	(1)
Arts and crafts type courses	49%	(2)	27%	(4)
Day classes	42%	(3)	10%	(9)
Vocational educational classes	41%	(4)	19%	(6)
College credit classes	39%	(5)	22%	(5)
Adult education, non-credit	38%	(6)	43%	(2)
Informal, short duration (less than a semester) classes	33%	(7)	35%	(3)
General academic classes	32%	(8)	12%	(8)
Saturday classes	21%	(9)	17%	(7)
T. V. classes	12%	(10)	9%	(10)
Sunday classes	5%	(11)	4%	(11)
Other	4%	(12)	3%	(12)

*Percentages add up to more than 100 percent as more than one response was possible.

TABLE 25

Distribution of Responses With Regard to Rating the San Diego Community College District's Campuses For the General Appearance of its Buildings and Grounds

Responding Groups	Percentage of Responses			
	Good or Very good	Fair	Poor	Don't Know
Community	67	13	3	17
Community Leaders	81	12	1	6
SDCC Staff	56	34	7	3
SDCC Continuing Students	71	19	9	1

Section 9

Other Areas of Interest Including Attitudes Toward the Semester and Quarter System, Tax-Supported Higher Education, Difficulties of Students in Taking District Classes, Students' Future Plans, and Community Colleges Staff Perceptions of Their Relationship and Satisfaction With the District

There seemed to be a marked consistency of responses between the District's Staff and the Community Colleges' Continuing Students in terms of preferences for working or attending school under the quarter system or under the semester system (Table 26). Sixty-one percent of the District's Staff reported that they preferred the semester system, while 28 percent preferred the quarter system, and 11 percent had no opinion. Sixty-six percent of the Community Colleges' Continuing Students reported that they preferred the semester system, while 28 percent preferred the quarter system, and only 6 percent had no opinion.

Each of the responding groups queried felt a very positive attitude toward tax-supported public higher education today (Table 27). Seventy-three percent of the Community respondents rated their attitude as "good" or "very good", 17 percent judged it to be "fair", 7 percent "poor", and 3 percent did not know. Seventy-seven percent of the responding Community Leaders rated their attitude as "good" or "very good", 20 percent judged it to be "fair", only 1 percent "poor", and 2 percent could not provide an opinion. Interestingly, the District Staff had the highest opinion of tax-supported public higher education with 79 percent responding "good" or "very good", 14 percent "fair", 5 percent "poor", and 2 percent not knowing.

In terms of difficulties in taking courses in the San Diego Community College District, very few serious barriers presented themselves to District Continuing Students (Table 28). Forty-three percent of the Continuing Students reported they had no difficulty in taking courses with District. Of those noting problems, however, lack of parking on campus (with a 25 percent response from those having difficulties) and complicated and time-consuming enrollment procedures (24 percent) were mentioned most often.

Regarding San Diego Community Colleges' Continuing Students' future plans (Table 29), the majority of students plan to transfer to a four-year college or university (54 percent). Twenty-three percent of the Continuing Students plan to seek employment after completing their education. Thirteen percent of the respondents have other plans, 5 percent identified themselves as adult education students planning to enroll in one of the District's Colleges, and 5 percent did not know.

In terms of their relationship with the San Diego Community College District, the District Staff seemed to have differing feelings (Table 30). A bare majority (51 percent) felt that they had adequate opportunity to express ideas and opinions concerning the operation of the District. However, 91 percent reported that they were happy in their present job.

TABLE 26

Distribution of Responses With Regard to the San Diego Community College Staff and Continuing Students' Preferences for Working/Attending School Under the Quarter System or the Semester System

System	SDCC Staff Percentage of Responses	SDCC Continuing Students Percentage of Responses
Prefer Quarter System	28	28
Prefer Semester System	61	66
No opinion	11	6

TABLE 27

Responses to the Question: "What is your attitude toward tax-supported public higher education today?"

Responding Groups	Percentage of Responses			
	Good or Very Good	Fair	Poor	Don't Know
Community	73	17	7	3
Community Leaders	77	20	1	2
SDCC Staff	79	14	5	2

TABLE 2[illegible]

Distributions of Responses by Continuing Students to Questions Regarding Difficulties in Taking Courses in the San Diego Community College District

Question It is difficult to take San Diego Community College District Courses because--	Percent Distribution of Responses*
--of lack of parking on campus	25%
--of the complicated and time-consuming enrollment procedures	24%
--I do not have enough time	15%
--of inconvenient locations	10%
--of no transportation	10%
--I can't afford it	9%
--of no available baby sitter	6%
--none of the subjects are of interest to me	3%
--I am not qualified	3%
--I am attending another institution	1%
--I have enough education	1%
--I am too old	1%
--of other reasons	7%

*Percentages add up to more than 100 percent as more than one response was possible.

**Forty-three percent of the continuing students reported they had no difficulty.

TABLE 29

Distribution of Responses to Questions Regarding The San Diego Community Colleges Continuing Students' Future Plans

Question	Percentage of Responses
Plan to transfer to [illegible] four-year college	54
Plan to seek employment after completing education	23
Other plans	13
An adult education student planning to enroll in one of the District colleges after completing education	5
Don't know	5

TABLE 30

Distribution of Responses by SDCC Staff to Questions Regarding Their Relationship with the San Diego Community College District

Question	Percentage of Responses	
	Yes	No
Do you feel you have adequate opportunity to express ideas and opinions concerning the operation of the District?	51	49
Are you happy in your present position?	91	9

IMPLICATIONS FOR FURTHER RESEARCH

A program of ongoing needs assessment provides the District with an effective vehicle for maintaining consonance between programs and services offered, and programs and services deemed important by the community. As a result of this initial overall needs assessment, further study seems appropriate in several areas, among them:

1. The feasibility of expanding our offerings in the areas of multimedia (TV classroom) and afternoon classes.
2. An exploration of student needs regarding public transportation.
3. An examination of course offerings and course demand in adult education.
4. An examination of the services provided for and required by physically handicapped students.
5. A determination of needs regarding the establishment of a full-time ongoing placement office.

APPENDIX A

Committee Worksheet and Instructions Regarding Questionnaire Construction

AN DIEGO COMMUNITY COLLEGE DISTRICT
3375 Camino Del Rio South San Diego, California 92108

OFFICE OF THE CHANCELLOR

DATE: September 17, 1974

MEMO

TO:
Ball
Beam
Benson
Berger
Bond
Burdg
Christopherson
Clowers
[illegible]
Crosthwaite
del Campo
Denny
Deutsch
Fortier
Glaser
Gorton
Hamilton
Harron
*Hilsgen
Jacobs
*Love
*Lyons
McKee
Morgan
Moorehouse
Nester
Peerson
Renas
Repashy
Saldivar
Schwartz
Shina
Steinberg
Von Sein

* or designate

RE: CRUCIAL SURVEY INSTRUMENT

1. As part of the San Diego Community College effort in wise planning and responsiveness to community needs, learner needs and faculty/educator needs, we are planning to undertake a district-wide survey. The initial phases will begin in late October or early November of this year. Your help is requested at this beginning phase of the activity. We want to determine the data and information you would find useful in order to perform your job in the district, and then we shall use this information in designing the most useful and appropriate survey instrument -- to gather the necessary information based upon your decision-making requirements.

2. Decisions regarding past, present and future programs ideally should be based upon identified gaps between our current educational results and desired results. An insert is provided which presents examples of what we mean by gap.

3. With regard to the areas listed in the attached Gap Assessment Sheets and any you wish to add, give us your assessment of the existing gaps between current educational results and what these results ought to be. Additionally, please rank the gaps you have identified in priority of importance on a scale of 1 to 5 with one being the highest priority.

4. Time is important - please read the attached Gap Assessment Sheets and bring them with you to a meeting at 3 p.m. on Tuesday, Sept. 24, 1974 in Room H-117, Mesa College, where we will review this survey and the information we want.

5. Fred will inform you of the results of this survey, and continue to keep you advised of other activities related to the development of our district-wide planning. Thank you in advance for your help.

Dale Parnell
Dale Parnell
Chancellor

DP:FH:mkd
Enc.

HOW TO FILL OUT THIS GAP ASSESSMENT SURVEY

You will see that there are several "Areas" in which we want to collect your perceptions of gaps which exist in terms of our current results and our required results -- the end products of what it is we are doing, the "payoffs."

Thus, each area is divided into three columns:

RANK CURRENT RESULTS REQUIRED RESULTS

and in each area we ask you to list (and document if possible) the current results and the required (or desired) results. The more precise and measurable you can make these gaps, the more useful they will be in our design of the survey instrument we will be using in the future larger-scale studies. After you have listed the gaps, go back and rank them in order of priority to close the gap.

Following is a possible (and quite hypothetical) example of the way in which Area 2 might appear:

EXAMPLES

Area 2. The role and goals of post-secondary education

RANK	CURRENT RESULTS	REQUIRED RESULTS
1	A. 37% of all graduates of the SDCCD want jobs, find one of their first three choices within six months and are able to keep them for at least one year.	A. At least 90% of all graduates from the SDCCD who want jobs, will find one of their first three choices within six months and will keep them for at least one year.
2	B. 68% of all college transfer learners in the SDCCD who want to complete a B. A. degree upon graduation get accepted at an accredited institution of higher learning.	B. At least 90% of all college transfer learners in the SDCCD who want to complete a B. A. degree upon graduation will be accepted in an accredited institution of higher learning

Area 6. Student and student services

RANK	CURRENT RESULTS	REQUIRED RESULTS
1	C. The attrition rate at SDCCD is 78%.	C. The attrition rate at SDCCD should be no greater than 20%.

Examples cont'd...

Examples continued

Area 7. Faculty and faculty support systems

RANK	CURRENT RESULTS	REQUIRED RESULTS
1	D. 1% of the district budget is allocated to capital outlay and instructional supplies. 85% of all faculty report a gross deficiency in supplies required for adequate teaching and learner performance.	D. An outlay of at least 1 1/2% should yield instructional supplies necessary to meet the requirements of teachers and thus learning needs.

REMEMBER: YOU ARE NOT SUPPOSED TO HAVE PERCENTAGES AND NUMBERS AT YOUR FINGERTIPS. THESE EXAMPLES ARE HYPOTHETICAL ONLY, AND THEY REPRESENT A TYPE OF "IDEAL" RESPONSE WE WOULD LIKE TO HAVE (BUT DON'T REALLY EXPECT). PLEASE BE AS ACCURATE AND PRECISE AS POSSIBLE, BUT DON'T OMIT ANY ITEM BECAUSE YOU LACK THE DETAILED AND PRECISE DATA.

Notice that each gap (for instance Item "A") is in measurable terms -- Only 37% (hypothetical) of the graduates are getting jobs and the required percent is 90%. This is an example of a gap in results from our current "Payoffs" and our required/desired "Payoffs." You might not be able to be this precise in the time you have, but get as measurable as possible for now.

Also note that after all of the gaps have been listed, there is a column for ranking the importance of achieving of closure of this gap.

GAP ASSESSMENT SHEET

Note: Within each Area place the number one (1) in front of the highest priority gap, and number the rest of the gaps in descending order.

Area 1. Roles and goals of citizens

RANK	CURRENT RESULTS	REQUIRED RESULTS
	A. As Parent	
	B. As Wage Earner	
	C. As Voter and Citizen	
	D. As Family Member	
	E. As Neighbor	
	F. As Friend	
	G. As Learner	
	H. As Consumer	
	I. As Self (Physical and Mental Health)	

GAP ASSESSMENT SHEET

Note: Within each Area place the number one (1) in front of the highest priority and number the rest in descending order.

Area 2. The role and goals of post-secondary education

RANK	CURRENT RESULTS	REQUIRED RESULTS

Area 3. The role and goals of the Community College

RANK	CURRENT RESULTS	REQUIRED RESULTS

GAP ASSESSMENT SHEET

Area 4. Administrators and management practices

RANK	CURRENT RESULTS	REQUIRED RESULTS

Area 5. Community expectations and attitudes

RANK	CURRENT RESULTS	REQUIRED RESULTS

GAP ASSESSMENT SHEET

Area 6. Students and student services

RANK	CURRENT RESULTS	REQUIRED RESULTS

Area 7. Faculty and faculty support systems

RANK	CURRENT RESULTS	REQUIRED RESULTS

GAP ASSESSMENT SHEET

Area 8. Occupational training, retraining, work experience and placement

RANK	CURRENT RESULTS	REQUIRED RESULTS

Area 9. Recreational requirements

RANK	CURRENT RESULTS	REQUIRED RESULTS

GAP ASSESSMENT SHEET

Area 10. Survival skills, knowledges, and attitudes of students

RANK	CURRENT RESULTS	REQUIRED RESULTS

Area 11. Community services

RANK	CURRENT RESULTS	REQUIRED RESULTS

GAP ASSESSMENT SHEET

Area 12. Educational facilities

RANK	CURRENT RESULTS	REQUIRED RESULTS

Area 13. Fiscal policy

RANK	CURRENT RESULTS	REQUIRED RESULTS

GAP ASSESSMENT SHEET

Area 14. Other

RANK	CURRENT RESULTS	REQUIRED RESULTS

Your present postion____

How long in this position____

PLEASE RETURN TO FRED HORN, STADIUM PLAZA BLDG, ROOM 235.

APPENDIX B

Actual Needs Assessment Questionnaires Used in This Study

San Diego Community College District
San Diego, California 92108

Office of Management Studies and
Educational Master Planning

NEEDS ASSESSMENT QUESTIONNAIRE, Form A-3

1. Have you ever heard the name: San Diego Community College District?

___Yes
___No

2. Which of the following colleges are a part of the City of San Diego Community College District?

___MiraCosta College
___Miramar College
___Grossmont College
___City College
___Don't know

___Evening College
___Mesa College
___Palomar College
___Southwestern College

3. Which of the following kinds of education usually are provided by a community college?

___Four-year liberal arts degree
___The first two years (freshman/sophomore) courses for possible transfer to a four-year college
___Vocational education
___Don't know

4. I am going to read you a list of services and programs currently provided by the San Diego Community Colleges. For each of these things, give me your opinion whether they should be expanded, stay the same, or be cut back?

___Retraining adults for new jobs/careers
___Job/career counseling
___Academic counseling
___Social and recreational functions
___Cafeteria and food services
___Parking facilities
___Public transportation
___Psychological counseling
___Job placement services
___Minority or ethnic academic programs
___Faculty development/conferences/workshops
___Recreation activities and facilities for the community
___Vocational courses
___Education for transfer to four-year colleges and universities
___Cultural activities for the community such as art shows, plays, musical programs, lectures, movies, etc.
___Informational services to community industries and business
___Library books and facilities
___Women's studies
___General education
___Remedial education
___Adult education, non-credit
___Adult education (high school completion program)
___College degree (AA) programs
___Cultural education

Expanded^1 Stay the same^2 Cut back^3 Don't know^4

5. I am going to read you another list of things, and I want your opinion as to how important you think they are for the San Diego Community College District to do:

___Train students to be parents?
___Train students to be citizens?
___Train students to be wage earners?
___Train students to be learners?
___Train students to be consumers?
___Train students to be good neighbors?
___Train students to be mentally healthy?
___Train students to be generally knowledgeable and to be able to survive?
___Train students to be scholars?
___Train students to go on to a four-year college or university?
___Train students to be physically healthy?
___Train students to spend leisure time constructively?
___Offer financial aid to students?
___Offer job placement services?
___Offer co-curricular activities (athletics, plays, lectures, etc.)?
___Offer transfer programs to four-year colleges or universities?
___Offer a pleasant environment for learning?
___Offer tuition-free education?
___Provide convenient locations?
___Provide late afternoon and early evening classes (3 p.m. to 7 p.m.)?
___Provide Saturday classes?
___Provide Sunday classes?
___Provide learning opportunities for all adults regardless of educational background?
___Provide personal/psychological counseling?
___Provide vocational and job counseling?
___Provide educational opportunities for the physically handicapped?
___Provide educational opportunities for ethnic minorities?
___Provide vocational education?
___Provide child-care facilities for parent-learners?
___Provide courses and programs for educationally handicapped?
___Provide general education?
___Provide remedial education?

Very important^1 Fairly important^2 Barely important^3
Not important^4 Don't know^5

6. Now in your own words, what kinds of skills, knowledge and attitudes should the San Diego Community Colleges be offering to students to help them survive in our society as useful human beings?

7. I want to read you the list again, and this time I would like your opinion as to how good a job the San Diego Community College District is doing with them:

___Financial aid to students?
___Job placement services?
___Co-curricular activities (athletics, plays, lectures, etc.)?
___Transfer programs to four-year colleges or universities?
___A pleasant environment for learning?
___Tuition-free education?
___Convenient locations?
___Late afternoon and evening classes (3 p.m. to 10 p.m.)?
___Saturday classes?
___Sunday classes?
___Learning opportunities for all adults regardless of educational background?
___Personal/psychological counseling?
___Vocational and job counseling?
___Educational opportunities for the physically handicapped?
___Educational opportunities for senior citizens and retirees?
___Educational opportunities for ethnic minorities?
___Vocational education?
___Child-care facilities for parent-learners?
___Admissions and enrollment procedures?
___Advertising their programs?
___General education?
___Remedial education?
___Training students to be parents?
___Training students to be citizens?
___Training students to be wage earners?
___Training students to be learners?
___Training students to be consumers?
___Training students to be good neighbors?
___Training students to be mentally healthy?
___Training students to be generally knowledgeable and to be able to survive?
___Training students to be scholars?
___Training students to go on to a four-year college or university?
___Training students to be physically healthy?
___Training students to spend leisure time constructively?

Very good^1 Good^2 Fair^3 Poor^4 Don't know^5

8. Are you aware that adult residents of San Diego can take courses at the San Diego Community Colleges without paying tuition?

___Yes
___No

9. Are you aware that adult residents of the City of San Diego who don't have a high school diploma can take courses at the San Diego Community Colleges?

___Yes
___No

10. Have you ever attended or made use of any of the following non-credit community services offered by the San Diego Community Colleges

___Yes___No Film presentation
___Yes___No Lecture series
___Yes___No Concerts
___Yes___No Community orchestra
___Yes___No Community band
___Yes___No Intramural athletics
___Yes___No Theater
___Yes___No Tennis courts
___Yes___No Handball/racquet ball courts
___Yes___No Jogging track
___Yes___No Library
___Yes___No Meeting rooms
___Yes___No Other

11. How would you rate the various campuses of the San Diego Community Colleges with regard to the general appearance of their buildings and grounds?

Very good^{1} Good^{2} Fair ^{3} Poor^{4} Don't know^{5}

12. How good a job do you feel the colleges and centers in the San Diego Community College District are doing to:

___a. Meet your own needs?
___b. Meet the needs of the citizens of the district?

Very good^{1} Good^{2} Fair^{3} Poor^{4} Don't know or doesn't apply^{5}

13. What kind of a job do you feel the teaching faculty of the San Diego Community College District is doing?

___To give students knowledge?
___To motivate students to learn?
___To help students become involved in community activities?
___To prepare students to go on to a four-year college or university?
___To prepare students for a job?

Very good^{1} Good^{2} Fair^{3} Poor^{4} Don't know^{5}

14. What kind of a job do you feel the administrators of the San Diego Community Colleges are doing:

___To help students learn?
___To help faculty become better teachers?
___Making sure the taxpayers' money is wisely spent and managed?

Very good^1 Good^2 Fair^3 Poor^4 Don't know^5

15. What kind of a job do you feel the non-instructional employees of the San Diego Community Colleges are doing (secretaries, clerks, maintenance people, security guards, etc.):

___In helping students?
___To make the San Diego Community College District better?

Very good^1 Good^2 Fair^3 Poor^4 Don't know^5

16. How would you best best describe your own attitude toward tax-supported public higher education today?

1. Very good
2. Good
3. Fair
4. Poor
5. Don't know

17. In your opinion, what kind of relationship does the San Diego Community College District have with the community?

___Very good
___Good
___Fair
___Poor
___Don't know

18. Have you or any member of your immediate family taken or are presently taking a course at any of the schools of the San Diego Community College District, including their adult schools?

___Yes
___No

19. If you were to take some sort of class at one of the Community Colleges, which of the following would you prefer?

___Day classes
___Saturday classes
___College-credit classes
___Vocational education classes
___Informal, short-duration (less than a semester) courses
___TV classes
___Evening classes
___Sunday classes
___Adult education non-credit classes
___General academic classes
___Arts and crafts type courses
___Other

20. If you decided to take an adult non-credit course, where would you prefer taking the class?

___At existing high school campus with regular high school students
___At existing high school campus but not with regular high school students
___At a separate adult education center

21. What kind of things, if any, might keep you from taking a course through your San Diego Community Colleges?

____

____

____

22. If you were interested in learning a trade or vocational skill, would you prefer to attend:

___Apprenticeship program
___A tax-supported public community college
___A private vocational school
___On-the-job training

23. Students attend the Community Colleges for many reasons. I would like you to give me as many reasons as you can think of why they attend.

____

____

____

24. How long have you been a resident of the City and County of San Diego?

a. Less than two years
b. From 2-5 years
c. From 6-10 years
d. From 11-20 years
e. Over 21 years

25. Age of respondent:

___18-20
___21-24
___25-34
___35-44
___45-54
___55-64
___Over 65

26. Respondent's sex:

___Male
___Female

27. Marital status:

___Single
___Married
___Divorced
___Widowed

28. Educational level of respondent:

___Less than high school
___High school graduate
___Some college
___Community college degree
___Four-year college graduate
___Graduate work but no graduate degree
___Graduate with professional degree
___Other

29. Educational level of the head of the household:

___Less than high school
___High school graduate
___Some college
___Community college degree
___Four-year college graduate
___Graduate work but no graduate degree
___Graduate with professional degree
___Other

30. Respondent's occupation:

31. Occupation of head of household (if HH is other than respondent):

32. Ethnicity:

___American Indian
___Asian
___Black/Negro
___Caucasian
___Chicano/Mexican-American
___Filipino
___Other

33. Total family income group range (before any deductions):

___Under $5,000
___$5,000-$9,999
___$10,000-$14,999
___$15,000-$19,999
___Oover $20,000
___Would not give income

34. One last question: Do you have any suggestions you could make with regard to the San Diego Community College District in any area, including the kinds of community services the district should provide for all its citizens?

____

____

____

35. Address of respondent (taken from house number):

____

36. Zip code __________ from respondent.

FH:DF:jo
1-3-75

SAN DIEGO COMMUNITY COLLEGE DISTRICT
3375 Camino del Rio South
San Diego, California 92108
(714) 280-7610

OFFICE OF THE CHANCELLOR

March 14, 1975

Dear

The San Diego Community College District has begun a long-range effort to develop an educational master plan. The beginning point of our effort is a needs assessment from the general community and a survey of needs expressed from special targeted sub-groups within the general population. Because of your position and standing within the San Diego community, you have been identified as one of our community leaders; and as such, your views are important to us as we develop long-range plans for our district.

Enclosed is a questionnaire. Could you take ten or fifteen minutes to complete and return? Your prompt reply would be greatly appreciated.

Sometime in May or early June I shall invite you to attend an evening dinner meeting with our Board of Trustees. At that time we will review a rough draft of our educational master plan with you and some of your fellow community leaders.

Thanks for your help and interest in the San Diego Community College District.

Cordially,

Dale Parnell
Chancellor

DP:jd

Enclosures

"WITHIN REACH – THE COMMUNITY IS OUR CAMPUS"
Adult and Continuing Education Centers ▪ City College ▪ Educational and Cultural Complex ▪ Evening College ▪ Mesa College ▪ Miramar Regional Cent

San Diego Community College District
3375 Camino del Rio South
San Diego, California 92108

Office of Management Studies and
Educational Master Planning

NEEDS ASSESSMENT QUESTIONNAIRE
(Community Leaders)

1. Have you ever heard the name, San Diego Community College District?

___Yes ___No

2. Which of the following colleges are a part of the City of San Diego Community College District?

___MiraCosta College
___Miramar College
___Grossmont College
___City College
___Evening College
___Mesa College
___Palomar College
___Southwestern College
___Don't know

3. Which of the following kinds of education usually are provided by a community college?

___Four-year liberal arts degree
___The first two years (freshman/sophomore) courses for possible transfer to a four-year college
___Vocational education
___Don't know

4. Here is a list of services and programs currently provided by the San Diego Community Colleges. For each of these things, indicate whether they should be:

(1) expanded (2) stay the same (3) cut back (4) don't know

___Retraining adults for new jobs/careers
___Job/career counseling
___Academic counseling
___Social and recreational functions
___Cafeteria and food services
___Parking facilities
___Public transportation
___Psychological counseling
___Job placement services
___Minority or ethnic academic programs
___Faculty development/conferences/workshops
___Recreation activities and facilities for the community
___Vocational courses
___Education for transfer to four-year colleges and universities
___Cultural activities for the community such as art shows, plays, musical programs, lectures, movies, etc..
___Informational services to community industries and business
___Library books and facilities
___Women's studies
___General education
___Remedial education
___Adult education, non-credit
___Adult education (high school completion program)
___College degree (AA) programs
___Cultural education

5. How important is it for the San Diego Community College District to do the following:

(1) very important (2) fairly important (3) barely important
(4) not important (5) don't know

___Train students to be parents?
___Train students to be wage earners?
___Train students to be citizens?
___Train students to be learners?
___Train students to be consumers?
___Train students to be good neighbors?
___Train students to be mentally healthy?
___Train students to be generally knowledgeable and to be able to survive?
___Train students to be scholars?
___Train students to go on to a four-year college or university?
___Train students to be physically healthy?
___Train students to spend leisure time constructively?
___Offer financial aid to studnts?
___Offer co-curricular activities (athletics, plays, lectures, etc.)?
___Offer job-placement services?
___Offer transfer programs to four-year colleges or universities?
___Offer a pleasant environment for learning?
___Offer tuition-free education?
___Provide convenient locations?
___Provide late afternoon and early evening classes (3 p.m. to 7 p.m.)?
___Provide Saturday classes?
___Provide Sunday classes?
___Provide learning opportunities for all adults regardless of educational back-background?
___Provide personal/psychological counseling?
___Provide vocational and job counseling?
___Provide educational opportunities for the physically handicapped?
___Provide educational opportunities for ethnic minorities?
___Provide vocational education?
___Provide child-care facilities for parent-learners?
___Provide courses and programs for educationally handicapped?
___Provide general education?
___Provide remedial education?

6. Now in your own words, what kinds of skills, knowledge and attitudes should the San Diego Community Colleges be offering to students to help them survive in our society as useful human beings?

____

____

____

7. How good a job:

(1) very good (2) good (3) fair (4) poor (5) don't know

is the San Diego Community College District doing with:

___Financial aid to students?
___Job placement services?
___Co-curricular activities (athletics, plays, lectures, etc.)?
___Transfer programs to four-year colleges or universities?
___A pleasant environment for learning?
___Tuition-free education?
___Convenient locations?
___Late afternoon and evening classes (3 p.m. to 10 p.m.)?
___Saturday classes?
___Sunday classes?
___Learning opportunities for all adults regardless of educational background?
___Personal/psychological counseling?
___Vocational and job counseling?
___Educational opportunities for the physically handicapped?
___Educational opportunities for senior citizens and retirees?
___Educational opportunities for ethnic minorities?
___Vocational education?
___Child-care facilities for parent-learners?
___Admissions and enrollment procedures?
___Advertising their programs?
___General education?
___Remedial education?
___Training students to be parents?
___Training students to be citizens?
___Training students to be wage earners?
___Training students to be learners?
___Training students to be consumers?
___Training students to be good neighbors?
___Training students to be mentally healthy?
___Training students to be generally knowledgeable and to be able to survive?
___Training students to be scholars?
___Training students to go on to a four-year college or university?
___Training students to be physically healthy?
___Training students to spend leisure time constructively?

8. Are you aware that adult residents of San Diego can take courses at the San Diego Community Colleges without paying tuition?

___Yes
___No

9. Are you aware that adult residents of the City of San Diego who don't have a high school diploma can take courses at the San Diego Community Colleges?

___Yes ___No

10. Have you ever attended or made use of any of the following non-credit community services offered by the San Diego Community Colleges?

___Yes___No Film presentation
___Yes___No Lecture series
___Yes___No Concerts
___Yes___No Community orchestra
___Yes___No Community band
___Yes___No Intramural athletics
___Yes___No Theater
___Yes___No Tennis courts
___Yes___No Handball/racquet ball courts
___Yes___No Jogging track
___Yes___No Library
___Yes___No Meeting rooms
___Yes___No Other

11. How would you rate the various campuses of the San Diego Community Colleges with regard to the general appearance of their buildings and grounds? (Circle your choice)

(1) Very good (2) Good (3) Fair (4) Poor (5) Don't know

12. How good a job do you feel the colleges and centers in the San Diego Community College District are doing to:

___a. Meet your own needs?
___b. Meet the needs of the citizens of the district?

(1) Very good (2) Good (3) Fair (4) Poor (5) Don't know or doesn't apply

13. What kind of a job do you feel the teaching faculty of the San Diego Community College District is doing:

___To give students knowledge?
___To motivate students to learn?
___To help students become involved in community activities?
___To prepare students to go on to a four-year college or university?
___To prepare students for a job?

(1) Very good (2) Good (3) Fair (4) Poor (5) Don't know

14. What kind of a job do you feel the administrators of the San Diego Community Colleges are doing:

___To help students learn?
___To help faculty become better teachers?
___To make sure the taxpayers' money is wisely spent and managed?

(1) Very good (2) Good (3) Fair (4) Poor (5) Don't know

15. What kind of a job do you feel the non-instructional employees of the San Diego Community Colleges are doing (secretaries, clerks, maintenance people, security guards, etc.):

___In helping students?
___To make the San Diego Community College District better?

(1) Very good (2) Good (3) Fair (4) Poor4 (5) Don't know

16. How would you best describe your own attitude toward tax-supported public higher education today? (Circle your choice)

1. Very good
2. Good
3. Fair
4. Poor
5. Don't know

17. In your opinion, what kind of relationship does the San Diego Community College District have with the community?

___Very good
___Good
___Fair
___Poor
___Don't know

18. Have you or any member of your immediate family taken or are presently taking a course at any of the schools of the San Diego Community College District, including their adult schools?

___Yes
___No

19. If you were to take some sort of class at one of the Community Colleges, which of the following would you prefer?

___Day classes
___Saturday classes
___College-credit classes
___Vocational education classes
___Informal, short-duration (less than a semester) courses
___TV classes
___Evening classes
___Sunday classes
___Adult education non-credit classes
___General academic classes
___Arts and crafts type courses
___Other

20. If you decided to take an adult non-credit course, where would you prefer taking the class?

___At existing high school campus with regular high school students
___At existing high school campus but not with regular high school students
___At a separate adult education center

21. What kind of things, if any, might keep you from taking a course through your San Diego Community Colleges?

22. If you were interested in learning a trade or vocational skill, would you prefer to attend:

___An apprenticeship program
___A tax-supported public community college.
___A private vocational school
___On-the-job training

23. Students attend the Community Colleges for many reasons. Give as many reasons as you can think of why they attend:

24. How long have you been a resident of the City and County of San Diego?

a. Less than two years
b. From 2-5 years
c. From 6-10 years
d. From 11-20 years
e. Over 21 years

25. Your age:

___18-20
___21-24
___25-34
___35-44
___45-54
___55-64
___Over 65

26. Your sex:

___Male
___Female

27. Marital status:

___Single
___Married
___Divorced
___Widowed

28. Educational level of respondent:

___Less than high school
___High school graduate
___Some college
___Community college degree
___Four-year college graduate
___Graduate work but no graduate degree
___Graduate with professional degree
___Other

29. Ethnicity:

___American Indian
___Asian
___Black/Negro
___Caucasian
___Chicano/Mexican-American
___Filipino
___Other

30. One last question: Do you have any suggestions you could make with regard to the San Diego Community College District in any area, including the kinds of community services the district should provide for all its citizens?

____

____

____

/jo
1-22-75

SAN DIEGO COMMUNITY COLLEGE DISTRICT
3375 Camino del Rio South
San Diego, California 92108
(714) 280-7610

OFFICE OF THE CHANCELLOR

January 21, 1975

HELP!

The San Diego Community Colleges (City, Evening, Mesa, Miramar) need information from you, our former student. We're asking you to join with others in helping us provide the best educational programs and services possible.

Your opinion of what we're doing is especially important. As a graduate, you're in a position to "tell it like it is" in regard to how well we were able to meet your needs while you were attending school.

Your opinion counts! Please take a minute to complete the enclosed card. Then just drop the completed card in the mail--it doesn't require an envelope or a stamp. If you need further information or have additional comments, call us at 280-7610, Extension 194.

Thanks for your help.

Fred Horn
Director of Management Studies

Fh:jo

Enclosure

"WITHIN REACH - THE COMMUNITY IS OUR CAMPUS"
dult and Continuing Education Centers • City College • Educational and Cultural Complex • Evening College • Mesa College • Miramar Regional

BUSINESS REPLY MAIL

NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES

Postage will be paid by
SAN DIEGO COMMUNITY COLLEGE DISTRICT
OFFICE OF MANAGEMENT STUDIES
3375 Camino del Rio South
San Diego, California 92108

First Class
Permit No. 8132
San Diego, Ca.

Which campus were you attending when you received your degree or completed your program?

_____City College _____Mesa College
_____Evening College _____Miramar College

Do you feel the training and education you received through your San Diego Community Colleges adequately prepared you for a job or transfer to a four-year college?

For a job: _____yes _____no
For transfer: _____yes _____no

Did you find it difficult to find a job or to transfer to a four-year college after you completed your program at the San Diego Community Colleges?

Job difficulty: _____yes _____no
Transfer difficulty: _____yes _____no

How good a job (1) very good, (2) good, (3) fair, (4) poor, (5) don't know, do you feel your teachers did:

_____To give students knowledge?
_____To motivate students to learn?
_____To help students become involved in community activities?
_____To prepare students to go on to a four-year college or university?
_____To prepare students for a job?

What kind of a job (1) very good, (2) good, (3) fair, (4) poor, (5) don't know do you feel the administrators did:

_____To help students learn?
_____To help faculty become better teachers?
_____Making sure the taxpayers' money is wisely spent and managed?

What kind of job (1) very good, (2) good, (3) fair, (4) poor, (5) don't know do you feel the non-instructional employees did (secretaries, maintenance people, security guards, etc.):

_____In helping students?
_____To make the San Diego Community College District better?

In which program were you enrolled: _____Vocational
_____Arts and sciences

Your age:_____ Sex: Male:_____ Female:_____

With which of the following ethnic groups do you identify:

_____American Indian _____Chicano/Mexican-American
_____Asian _____Filipino
_____Black/Negro _____Other
_____Caucasian

SAN DIEGO COMMUNITY COLLEGE DISTRICT
3375 Camino del Rio South
San Diego, California 92108
(714) 280-7610

OFFICE OF THE CHANCELLOR

January 21, 1975

The San Diego Community College District needs information. We're asking you to join with others in helping us provide our students with the best educational programs and services possible.

By completing this brief questionnaire you will furnish us with important information--information which only you as a student can provide.

Don't sign your name to the questionnaire. It isn't our intention to identify anyone in particular. However, your opinion counts, so please take a few minutes to carefully answer each question. Your instructor will collect the questionnaires and they will be returned directly to the Office of Management Studies.

Thanks for your help.

Fred Horn
Director of Management Studies

FH:jo

"WITHIN REACH THE COMMUNITY IS OUR CAMPUS"
and Continuing Education Centers ■ City College ■ Educational and Cultural Complex ■ Evening College ■ Mesa College ■ Miramar Regional

San Diego Community College District
3375 Camino del Rio South
San Diego, California 92108

Office of Management Studies and
Educational Master Planning

NEEDS ASSESSMENT QUESTIONNAIRE
(Student)

1. Where are you attending?

___City College?
___Mesa College?
___Miramar College?
___Evening College?

2. Number of semester hours you have completed at this campus: ___________

3. Date you expect to receive your degree or complete your program:

____

Would you prefer to attend school on:

___A semester basis?
___A quarter basis?

4. What is your current program emphasis? Vocational ___________________
Arts/Sciences ___________________
Other (specify) ___________________

5. What is your major? ____________________________________

6. What are your plans after completing your education here?

_____I'm an adult education student planning to enroll in one of the SDCCD Colleges
_____seek employment
_____transfer to four-year college
_____other (specify:) ____

7. If you plan to seek a job after you complete your education here, what do you feel your chances are of getting a job in the area for which you have been trained?

___very good
___good
___fair
___poor
___don't know

8. Do you feel the training and education you are receiving here is adequately preparing you for a job or transfer to a four-year college?

Job: ___yes ___no
Transfer: ___yes ___no

9. Here is a list of services and programs currently provided by the San Diego Community Colleges. For each of these things, indicate whether they should be:

(1)Expanded (2)Stay the same (3)Cut back (4)Don't know

___Retraining adults for new jobs/careers
___Job/career counseling
___Academic counseling
___Social and recreational functions
___Cafeteria and food services
___Parking facilities
___Public transportation
___Psychological counseling
___Job placement services
___Minority or ethnic academic programs
___Faculty development/conferences/workshops
___Recreation activities and facilities for the community
___Vocational courses
___Education for transfer to four-year colleges and universities
___Cultural activities for the community such as art shows, plays, musical programs, lectures, movies, etc.
___Informational services to community industries and business
___Library books and facilities
___Women's studies
___General education
___Remedial education
___Adult education, non-credit
___Adult education (high school completion program)
___College degree (AA) programs
___Cultural education

10. How important is it for the San Diego Community College District to do the following:

(1)Very important (2)Fairly important (3)Barely important
(4)Not important (5)Don't know

___Train students to be parents?
___Train students to be wage earners?
___Train students to be citizens?
___Train students to be learners?
___Train students to be consumers?
___Train students to be good neighbors?
___Train students to be mentally healthy?
___Train students to be generally knowledgeable and to be able to survive?
___Train students to be scholars?
___Train students to go on to a four-year college or university?
___Train students to be physically healthy?
___Train students to spend leisure time constructively?
___Offer financial aid to students?
___Offer job placement services?
___Offer co-curricular activities (athletics, plays, lectures, etc.)?
___Offer transfer programs to four-year colleges or universities?
___Offer a pleasant environment for learning?
___Offer tuition-free education?
___Provide convenient locations?
___Provide late afternoon and early evening classes (3 p.m. to 7 p.m.)?
___Provide Saturday classes?
___Provide Sunday classes?
___Provide learning opportunities for all adults regardless of educational background?
___Provide personal/psychological counseling?
___Provide Vocational and job counseling?
___Provide educational opportunities for the physically handicapped?
___Provide educational opportunities for ethnic minorities?
___Provide vocational education?
___Provide child-care facilities for parent-learners?
___Provide courses and programs for educationally handicapped?
___Provide general education?
___Provide remedial education?

11. How good a job

(1)Very good (2)Good (3)Fair (4)Poor (5)Don't know

is the San Diego Community College District doing with regard to:

___Financial aid to students?
___Job placement services?
___Co-curricular activities (athletics, plays, lectures, etc.)?
___Transfer programs to four-year colleges or universities?
___A pleasant environment for learning?
___Tuition-free education?
___Convenient locations?
___Late afternoon and evening classes (3 p.m. to 10 p.m.)?
___Saturday classes?
___Sunday classes?
___Learning opportunities for all adults regardless of educational background?
___Personal/psychological counseling?
___Vocational and job counseling?
___Educational opportunities for the physically handicapped?
___Educational opportunities for senior citizens and retirees?
___Educational opportunities for ethnic minorities?
___Vocational education?
___Child-care facilities for parent-learners?
___Admissions and enrollment procedures?
___Advertising their programs?
___General education?
___Remedial education?
___Training students to be parents?
___Training students to be wage earners?
___Training students to be citizens?
___Training students to be learners?
___Training students to be consumers?
___Training students to be good neighbors?
___Training students to be mentally healthy?
___Training students to be generally knowledgeable and to be able to survive?
___Training students to be scholars?
___Training students to go on to a four-year college or university?
___Training students to be physically healthy?
___Training students to spend leisure time constructively?

12. Have you ever attended or made use of any of the following non-credit community services offered by the San Diego Community Colleges?

___Yes___No Film presentation
___Yes___No Lecture series
___Yes___No Concerts
___Yes___No Community orchestra
___Yes___No Community band
___Yes___No Intramural athletics
___Yes___No Theater
___Yes___No Tennis courts
___Yes___No Handball/racquet ball courts
___Yes___No Jogging track
___Yes___No Library
___Yes___No Meeting rooms
___Yes___No Other

13. How would you rate your campus with regard to the general appearance of its buildings and grounds? (Circle your choice)

(1)Very good (2)Good (3)Fair (4)Poor (5)Don't know

14. How good a job do you feel the colleges and adult centers in the San Diego Community College District are doing to:

(1)Very good (2)Good (3)Fair (4)Poor Don't know

___a. Meet your own needs?
___b. Meet the needs of the citizens of the district?

15. What kind of a job do you feel the teaching faculty of the San Diego Community College District is doing?

(1) Very good (2) Good (3) Fair (4) Poor (5) Don't know

___To give students knowledge?
___To motivate students to learn?
___To help students become involved in community activities?
___To prepare students to go on to a four-year college or university?
___To prepare students for a job?

16. What kind of a job do you feel the administrators of the San Diego Community Colleges are doing:

(1) Very good (2) Good (3) Fair (4) Poor (5) Don't know

___To help students learn?
___To help faculty become better teachers?
___Making sure the taxpayers' money is wisely spent and managed?

17. What kind of a job do you feel the non-instructional employees of the San Diego Community Colleges are doing (secretaries, clerks, maintenance people, security guards, etc.):

(1)Very good (2)Good (3)Fair (4)Poor (5)Don't know

___In helping students?
___To make the San Diego Community College District better?

18. Which of the following things make it difficult for you to take courses through your San Diego Community Colleges? (Check all which apply)

___No baby sitter
___No transportation
___I can't afford it
___No time
___Inconvenient campus locations
___I'm not qualified
___Complicated and time-consuming enrollment procedures
___None of the subjects are of interest to me
___I'm attending another instituion
___I have enough education
___I'm too old
___Lack of parking on campus
___Fear for personal safety
___Other
___I have no difficulties in attending

19. What form of transportation do you primarily rely on to get to school?

___Your own car
___A friend's or neighbor's car
___Spouse drives you
___Bus
___Taxi
___Motorcycle
___Bycicle
___Hitchhiking
___Other

20. Age of respondent:

___16-20
___21-24
___25-34
___35-44
___45-54
___55-64
___Over 65

21. Respondent's sex:

___Male
___Female

22. Marital status:

___Single
___Married
___Divorced
___Widowed

23. With which of the following ethnic groups do you identify?

___American Indian
___Asian
___Black/Negro
___Caucasian
___Chicano/Mexican-American
___Filipino
___Other

24. Are you a veteran discharged after 1964?

___Yes
___No

SAN DIEGO COMMUNITY COLLEGE DISTRICT
3375 Camino del Rio South
San Diego, California 92108
(714) 280-7610

OFFICE OF THE CHANCELLOR

January 21, 1975

HELP!

The San Diego Community Colleges need information from you. We're asking you to join with others in helping us provide our community with the best educational programs and services possible.

Your opinion of what we're doing is especially important. As a member of our staff you're in a position to "tell it like it is." In fact, many of the questions we're asking can be answered only by you.

Don't sign your name to the questionnaire. It isn't our intention to identify anyone in particular. However, your opinion counts, so please take a few minutes during your regular working hours to answer each question. Then, just return the questionnaire to us via inter-office mail in the envelope provided. If you need further information or have additional comments, feel free to call us at 280-7610, Extension 195.

Thanks for your help.

Dale Parnell

Dale Parnell
Chancellor

DP:FH:jo

"WITHIN REACH—THE COMMUNITY IS OUR CAMPUS"

San Diego Community College District
3375 Camino del Rio South
San Diego, California 92108

Office of Management Studies an
Educational Master Planning

NEEDS ASSESSMENT QUESTIONNAIRE
(Staff)

1. Do you feel you have adequate opportunity to express your ideas and opinions concerning the operation of this district?

   ___Yes   ___No

   If No, how might this situation be improved?

2. Under which system do you think you would prefer working:

   ___Quarter system?   ___Semester system?

3. What is your single biggest complaint in relation to your present position or in regard to the overall operation of the district?

   Generally speaking, are you happy in your present position?

   ___Yes   ___No

4. Here is a list of services and programs currently provided by the San Diego Community Colleges. For each of these things, indicate whether they should be:

   (1) expanded   (2) kept the same   (3) cut back   (4) don't know

   ___Retraining adults for new jobs/careers
   ___Job/career counseling
   ___Academic counseling
   ___Social and recreational functions
   ___Cafeteria and food services
   ___Parking facilities
   ___Public transportation
   ___Psychological counseling
   ___Job placement services
   ___Minority or ethnic academic programs
   ___Faculty development/conferences/workshops
   ___Recreation activities and facilities for the community
   ___Vocational courses
   ___Education for transfer to four-year colleges and universities
   ___Cultural activities for the community such as art shows, plays, musical programs, lectures, movies, etc.
   ___Informational services to community industries and business
   ___Library books and facilities
   ___Women's studies
   ___General education
   ___Remedial education
   ___Adult education, non-credit
   ___Adult education (high school completion program)
   ___College degree (AA) programs
   ___Cultural education

5. Is it:

(1) very important (2) fairly important (3) barely important
(4) not important (5) don't know

for the San Diego Community College District to:

___Train students to be parents?
___Train students to be citizens?
___Train students to be wage earners?
___Train students to be learners?
___Train students to be consumers?
___Train students to be good neighbors?
___Train students to be mentally healthy?
___Train students to be generally knowledgeable and to be able to survive?
___Train students to be scholars?
___Train students to go on to a four-year college or university?
___Train students to be physically healthy?
___Train students to spend leisure time constructively?
___Offer financial aid to students?
___Offer job placement services?
___Offer co-curricular activities (athletics, plays, lectures, etc.)?
___Offer transfer programs to four-year colleges or universities?
___Offer a pleasant environment for learning?
___Offer tuition-free education?
___Provide convenient locations?
___Provide late afternoon and early evening classes (3 p.m. to 7 p.m.)?
___Provide Saturday classes?
___Provide Sunday classes?
___Provide learning opportunities for all adults regardless of educational background?
___Provide personal/psychological counseling?
___Provide vocational and job counseling?
___Provide educational opportunities for the physically handicapped?
___Provide educational opportunities for ethnic minorities?
___Provide vocational education?
___Provide child-care facilities for parent-learners?
___Provide courses and programs for educationally handicapped?
___Provide general education?
___Provide remedial education?

6. In your own words, what kinds of skills, knowledge and attitudes should the San Diego Community Colleges be offering to students to help them survive in our society as useful human beings?

____

____

____

7. How good a job:

(1) very good (2) good (3) fair (4) poor (5) don't know

is the San Diego Community College District doing with:

___Financial aid to students?
___Job placement services?
___Co-curricular activities (athletics, plays, lectures, etc.)?
___Transfer programs to four-year colleges or universities?
___A pleasant environment for learning?
___Tuition-free education?
___Convenient locations?
___Late afternoon and evening classes (3 p.m. to 10 p.m.)?
___Saturday classes?
___Sunday classes?
___Learning opportunities for all adults regardless of educational background?
___Personal/psychological counseling?
___Vocational and job counseling?
___Educational opportunities for the physically handicapped?
___Educational opportunities for senior citizens and retirees?
___Educational opportunities for ethnic minorities?
___Vocational education?
___Child-care facilities for parent-learners?
___Admissions and enrollment procedures?
___Advertising their programs?
___General education?
___Remedial education?
___Training students to be wage earners?
___Training students to be citizens?
___Training students to be learners?
___Training students to be consumers?
___Training students to be parents?
___Training students to be good neighbors?
___Training students to be mentally healthy?
___Training students to be generally knowledgeable and to be able to survive?
___Training students to be scholars?
___Training students to go on to a four-year college or university?
___Training students to be physically healthy?
___Training students to spend leisure time constructively?

8. Have you ever attended or made use of any of the following non-credit community services offered by the San Diego Community Colleges?

___Yes___No Film presentation
___Yes___No Lecture series
___Yes___No Concerts
___Yes___No Community orchestra
___Yes___No Community band
___Yes___No Intramural athletics
___Yes___No Theater
___Yes___No Tennis courts
___Yes___No Handball/racquet ball courts
___Yes___No Jogging track
___Yes___No Library
___Yes___No Meeting rooms
___Yes___No Other

9. How would you rate the facility in which you work with regard to the general appearance of its buildings and grounds? (Circle your choice)

(1) very good (2) good (3) fair (4) poor (5) don't know

10. How would you rate the various campuses of the San Diego Community Colleges with regard to the general appearance of their buildings and grounds? (Circle your choice)

(1) very good (2) good (3) fair (4) poor (5) don't know

11. What kind of a job do you feel the teaching faculty of the San Diego Community College District is doing?

___To give students knowledge?
___To motivate students to learn?
___To help students become involved in community activities?
___To prepare students to go on to a four-year college or university?
___To prepare students for a job?

(1) Very good (2) Good (3) Fair (4) Poor (5) Don't know

12. What kind of a job do you feel the administrators of the San Diego Community Colleges are doing:

___To help students learn?
___To help faculty become better teachers?
___In making sure the taxpayers' money is wisely spent and managed?

(1) Very good (2) Good (3) Fair (4) Poor (5) Don't know

13. What kind of a job do you feel the non-instructional employees of the San Diego Community Colleges are doing (secretaries, clerks, maintenance people, security guards, etc.):

___In helping students?
___To make the San Diego Community College District better?

(1) Very good (2) Good (3) Fair (4) Poor (5) Don't know

14. How would you best describe your own attitude toward tax-supported public higher education today?

1. Very good
2. Good
3. Fair
4. Poor
5. Don't know

15. In your opinion, what kind of relationship does the San Diego Community College District have with the community?

___Very good
___Good
___Fair
___Poor
___Don't know

16. At which of the following sites are you employed?

___Adult Education site
___City College
___District Office
___Evening College
___Mesa College
___Miramar College

17. How long have you worked for the district?

___Less than one year
___One to four years
___Five to ten years
___Over ten years

18. ___Your age

19. In your present position are you: (Check all which apply)

___Certificated
___Classified
___Administrative
___Faculty (teaching)
___Arts and Sciences
___Vocational Education
___Part-time
___Full-time

20. Education: (Check highest level)

___High school graduate
___Post-high school graduate
___AA Degree
___BA or BS
___MA or MS
___PhD or EdD
___Other (specify)______________________________

21. Sex:

___Male
___Female

22. With which of the following ethnic groups do you identify:

___American Indian
___Asian
___Black/Negro
___Caucasian
___Chicano/Mexican-American
___Filipino
___Other

23. Are you:

___Married?
___Single?
___Divorced?
___Widowed?

APPENDIX C

Specific Community Survey Interviewer Selection and Potential Sources of Error

SELECTION AND TRAINING OF INTERVIEWERS FOR THE COMMUNITY SURVEY

Two sources were utilized to select potential interviewers for the Community survey: (1) graduate students at a local university who had extensive experience as interviewers in previous similar types of at-home survey research, and (2) members of a special two-unit ten-week class at Mesa College in Public Opinion and Polling.

The students in the special class at Mesa College were exposed to lectures, discussions, and extensive field experience with regard to the theory, concepts and techniques of public opinion, questionnaire construction, sampling, and interviewer techniques. These students received a course grade based upon their field performance in this survey and a written analysis of interviewee responses. Additionally they received remuneration for each interview they completed as community aide employees of the San Diego Community College District.

The graduate students received a similar but far less intensive training since they already had a good deal of previous in-field experience and exposure to public opinion theory and research.

Throughout all stages of data collection, interviews were checked and evaluated. When necessary, additional instruction was given an individual interviewer.

POSSIBLE SOURCES OF ERROR IN THE COMMUNITY SURVEY

All face-to-face survey type research is useful and meaningful to its consumers to the degree that they are made aware of both the strengths and weaknesses of the information, analyses, and the conclusions presented. Detailed below is a discussion of the most common sources of error most often encountered in studies of this type and how an attempt was made to minimize their effect.

1. The sample of persons interviewed may not be representative of the population of the area studied. In this instance, the sample was of adult residents of the San Diego Community College District.

2. The response to the questions on the interview schedule do not reflect the true opinions or feelings and beliefs of those interviewed.
3. The interviewer may make errors in recording the responses.
4. Those coding the responses of the completed interviews for computer application may make mechanical errors in recording the response in the appropriate category on the coding sheet.

In all survey research, whether an initial needs assessment effort or a Gallup Poll, one of the fundamental problems is that of generalizing from the survey sample of those actually interviewed to the population from which samples were selected. With random sampling, however, the characteristics of the population are the most probable characteristics of the sample. This has been established both mathematically and experimentally. In general, the larger the sample the greater can be the confidence that the characteristics of the sample approximate the characteristics of the population.

Survey research, however, is subject to errors resulting from bias as well as from chance. The Community sample necessarily was limited to persons who were willing to be interviewed. It has not been possible within the cost limits of the study to empirically determine whether the non-respondents were in any ways different from those who consented to be interviewed. However, it is expected that they were not significantly different and further, most individuals contacted consented to be interviewed.

Daytime interviews tend to result in a greater number of female respondents. The sex ratio of the present study, while not exactly balancing the sex distribution of the population, is significantly unbalanced. The Community sample consisted of 45 percent males and 55 percent females.

Failure of interviewers to precisely follow sampling instructions can result in biases of various types. Four approaches constrained the possibility of bias from this particular source. One, the interviewers were given very detailed instructions during their training both in class and in the field; two, each interviewer was provided with a separate map for each block from which he was to obtain interviews; three, the recording of the address of the residence where each interview was conducted made possible the plotting of the residences on the census tract block maps. (This operation indicated conformity with the sampling design.) Finally, two graduate students served as research assistants from the inception to the completion of the study, and functioned as survey field foremen constantly monitoring the activities of the interviewers and serving as resource persons.

The estimation of whether responses to questions in the interview schedule reflected accurately the opinion and feelings of the respondents was based upon an assessment of the cooperativeness of the interviewee and rapport between those interviewed and the interviewer. Debriefing with the interviewers indicated a high degree of cooperativeness on the part of the interviewees and a good deal of rapport. (All the interviewers indicated that in most instances the respondent was enjoying the process of eliciting his opinions.) Also, the interview schedule began with questions that had a low potential for emotion-provoking so as not to threaten the interviewee.

During the training period, including the pre-test process, the interviewers were prepared for various contingencies. The interviewers were constantly reminded to secure complete responses to all questions even though the respondent may have tended to reply in an indifferent way. This monitoring and overseeing process, including a review of completed interviews, enhanced the elicitation of cooperativeness and rapport.

That the interviewers made some mechanical errors in response recording was inevitable. This error factor was judged to be extremely minimal as the frequency of such errors decline rapidly relative to the amount of infield training the interviewers have had.

APPENDIX D

The Relationship Between Those Programs, Services, and Goals of the San Diego Community College District Which Each Respondent Considered Most Important and How Well the District Was Perceived in Doing Them

Table 1 -- Community

Table 2 -- Community Leaders

Table 3 -- SDCC Staff

Table 4 -- SDCC Continuing Students

Table 1 -- Community

Respondents Priorities with regard to
programs, services, and goals and their
perceptions of the job being done by the
San Diego Community College District

Service, Program or Goal	Priorities very important	fairly important	barely important	not important	don't know	Perceptions very good	good	fair	poor	don't know
Educational opportunities for physically handicapped	76	20	2	1	1	8	25	16	6	45
Training students to be generally knowledgeable and be able to survive	71	22	5	1	1	8	29	22	8	33
Training students to be wage earners	68	24	4	2	2	5	27	23	10	35
Vocational Education	67	28	3	1	1	12	36	18	3	31
Job placement services	67	27	4	1	1	3	19	21	10	47
Training students to be mentally healthy	67	22	6	3	2	5	26	21	9	39
Vocational and job counseling	64	31	3	1	1	8	25	21	6	40
Training students to be learners	64	26	5	3	2	5	27	23	10	35
Training students to be physically healthy	61	29	7	2	1	8	35	18	6	33
Providing learning opportunities for all adults Regardless of educational background	60	27	7	5	1	17	29	16	4	34
Providing convenient locations	58	32	7	2	1	20	38	14	4	24
Providing late afternoon and evening classes	57	32	6	3	2	13	33	12	5	37
Providing educational opportunities for ethnic minorities	56	32	7	3	2	15	33	15	3	34
Offering pleasant environment for learning	56	32	9	2	1	18	38	13	4	27
Providing general education	56	37	5	1	1	8	40	17	4	31
Training students to be citizens	55	29	8	6	2	4	21	23	12	40
Transfer programs to four-year colleges and universities	54	34	8	2	2	12	35	13	3	37
Providing remedial education	54	34	6	3	3	5	28	20	5	42
Providing child-care facilities for parent-learners	53	31	9	6	1	5	16	18	13	48
Training students to be parents	52	30	9	7	2	4	12	20	14	50
Training students to be good neighbors	50	29	13	7	1	4	20	24	11	41
Tuition-free education	50	31	8	9	2	27	26	10	5	32
Financial aid to students	49	35	11	3	2	6	22	16	7	49
Providing personal/psychological counseling	46	37	10	5	2	6	19	21	5	49
Training students to be consumers	45	31	12	10	2	7	21	23	8	41
Training students to spend leisure time constructively	44	31	14	9	2	5	23	19	12	41
Providing Saturday classes	38	31	14	15	2	5	11	13	16	55
Training students to go on to a four-year college or university	34	42	16	7	1	11	35	16	4	34
Offering co-curricular activities (athletics, plays, lectures, etc.)	33	46	16	4	1	8	34	18	4	36
Training students to be scholars	27	37	22	12	2	7	23	23	10	37
Providing Sunday classes	20	18	15	45	2	3	4	6	25	62

Table 2 — Community Leaders

Respondents' Priorities with regard to programs, services, and goals and their perceptions of the job being done by the San Diego Community College District

Service, Program or Goal	Priorities: very important	fairly important	barely important	not important	don't knew	Perceptions: very good	good	fair	poor	don't know
Offer a pleasant environment for learning	75	14	6	1	3	2	19	20	5	53
Train students to be wage earners	72	20	2	1	4	7	19	14	7	52
Train students to be citizens	68	21	7	3	2	9	21	14	5	61
Train students to be scholars	65	23	6	3	3	5	20	14	4	58
Offer tuition-free education	65	21	6	6	2	2	18	22	15	43
Provide learning opportunities for all adults regardless of educational background	65	20	9	4	1	14	21	18	5	41
Provide late afternoon and early evening classes (3 p.m. to 7 p.m.)	64	25	7	1	3	10	26	10	19	34
Train students to be mentally healthy	64	21	9	5	1	6	14	10	4	66
Train students to be learners	64	19	9	5	3	12	13	18	5	52
Provide convenient locations	63	19	11	3	5	5	20	16	7	52
Offer co-curricular activities (athletics, plays, lectures, etc.)	63	16	16	4	1	7	14	12	6	62
Provide vocational education	62	25	9	1	3	5	14	14	4	62
Offer job-placement services	59	27	8	5	1	6	10	16	9	59
Provide educational opportunities for ethnic minorities	59	21	13	3	3	16	16	11	6	50
Provide vocational and job counseling	57	23	12	5	3	5	16	21	13	46
Provide educational opportunities for the physically handicapped	55	22	16	5	3	7	16	14	13	50
Train students to be generally knowledgeable and to be able to survive	55	22	15	5	3	9	12	16	8	55
Provide remedial education	51	24	15	5	5	10	21	19	3	46
Offer financial aid to students	50	30	12	5	5	9	9	14	1	67
Train students to go on to a four-year college or university	49	29	11	9	3	11	27	14	5	44
Train students to be good neighbors	43	33	9	13	1	1	9	23	4	62
Provide general education	42	21	26	8	3	11	20	10	7	51
Provide Saturday classes	41	30	14	7	7	7	11	16	10	56
Offer transfer programs to four-year colleges or universities	40	27	15	10	8	5	15	16	12	53
Provide courses and programs for educationally handicapped	40	23	16	17	4	—	—	—	—	—
Train students to be parents	38	30	18	9	5	5	12	18	5	60
Train students to spend leisure time constructively	38	18	26	15	4	1	16	15	7	61
Provide Sunday classes	36	22	28	12	2	1	14	11	9	65
Provide child-care facilities for parent-learners	35	26	27	10	2	8	20	18	3	52
Provide personal/psychological counseling	33	38	22	5	2	6	15	12	9	58
Train students to be physically healthy	29	24	38	7	3	1	16	19	3	61
Train students to be consumers	28	38	20	11	3	12	10	23	2	52
Provide educational opportunities for senior citizens and retirees	—	—	—	—	—	7	15	10	15	53
Admissions and enrollment procedures	—	—	—	—	—	9	16	13	5	57
Advertising community college programs	—	—	—	—	—	14	19	9	5	52

Table 3 -- SDCC Staff

Respondents' Priorities with Regard to Programs, Services, and Goals and Their Perceptions of the Job Being Done by the San Diego Community College District

Service, Program or Goal	Priorities					Perceptions				
	very important	fairly important	barely important	not important	don't know	very good	good	fair	poor	don't know
Provide Vocational Education	78	17	2	1	2	21	47	17	4	11
Training students to be citizens	78	17	2	1	2	6	32	27	11	24
Training students to be learners	75	16	3	2	4	4	22	30	11	33
Training students to be generally knowledgeable and be able to survive	71	22	2	2	3	4	30	30	11	25
Provide general education	67	26	2	1	4	20	51	15	3	12
Provide educational opportunities for the physically handicapped	67	26	4	1	2	10	33	25	9	23
Provide vocational and job counseling	66	28	3	1	2	6	23	33	15	23
Provide learning opportunities for all adults regardless of educational background	63	22	5	5	5	23	31	19	7	20
Offer job placement services	62	29	5	2	2	3	15	24	26	31
Training students to be wage earners	60	26	7	3	4	7	26	31	9	27
Offer a pleasant environment for learning	58	32	6	2	2	12	33	30	19	6
Transfer programs to four-year colleges or universities	56	35	3	2	4	22	38	14	4	22
Training students to be mentally healthy	56	26	9	3	6	3	18	31	15	33
Provide convenient locations	54	33	7	3	3	27	47	16	3	7
Provide remedial education	54	30	8	4	4	11	34	24	5	26
Provide educational opportunities for ethnic minorities	52	33	8	3	4	21	42	16	5	16
Offer tuition free education	51	30	8	6	5	52	30	7	2	9
Training students to be physically healthy	45	38	10	4	3	6	32	29	7	26
Training students to be consumers	44	34	12	5	5	3	17	28	15	37
Provide late afternoon and early evening classes (3 P.M. to 7 P.M.)	41	34	10	6	9	21	25	19	18	17
Training students to be good neighbors	41	29	17	8	5	3	16	30	14	37
Provide child care facilities for parent-learners	40	36	14	6	4	8	25	26	17	24
Training students to be parents	38	32	13	12	5	8	33	32	8	19
Provide personal/psychological counseling	35	36	15	9	5	4	22	23	15	36
Training students to spend leisure time constructively	34	37	17	8	4	4	17	28	15	36
Provide Saturday classes	32	40	13	7	8	8	20	19	22	31
Offer financial aid	31	46	13	4	6	7	27	25	8	33
Offer co-curricular activities (athletics, plays, lectures, etc.)	27	41	21	7	4	8	33	27	11	21
Training students to go on to a four year college or university	24	50	14	7	5	12	38	24	5	21
Training students to be scholars	22	44	19	11	5	4	26	27	15	28
Provide Sunday classes	13	11	15	44	17	3	3	4	31	59

Table 4 -- SDCC Continuing Students

Respondents' Priorities with Regard to Programs, Services, and Goals and Their Perceptions of the Job Being Done by the San Diego Community College District

Service, Program or Goal	Priorities					Perceptions				
	very important	fairly important	barely important	not important	don't know	very good	good	fair	poor	don't know
Educational opportunities for physically handicapped	72	19	3	2	4	11	19	12	4	54
Transfer programs to four-year colleges and universities	71	22	2	1	4	9	30	20	5	36
Training students to be learners	69	21	4	3	3	11	23	25	8	33
Offering pleasant environment for learning	68	23	4	2	3	21	40	23	9	7
Training students to be generally knowledgeable and be able to survive	68	21	6	3	2	8	23	25	9	35
Tuition-free education	66	21	4	4	5	46	24	9	4	17
Vocational education	64	26	4	1	5	17	28	14	3	38
Providing learning opportunities for all adults regardless of educational background	63	19	6	5	7	18	23	12	6	41
Training students to be wage earners	63	25	5	5	2	9	19	20	8	44
Providing general education	62	27	4	2	5	15	39	21	4	21
Training students to be mentally healthy	61	22	7	6	4	7	17	23	9	44
Job placement services	61	29	4	2	4	4	11	17	12	56
Providing convenient locations	60	27	6	3	4	32	35	18	5	10
Vocational and job counseling	59	32	4	1	4	7	17	18	10	48
Providing educational opportunities for ethnic minorities	53	27	8	6	6	15	24	12	3	46
Financial aid to students	51	30	9	5	5	9	15	15	9	52
Providing child-care facilities for parent-learners	50	30	8	6	6	9	18	14	8	51
Training students to be citizens	49	29	9	9	4	7	15	24	9	45
Training students to be physically healthy	48	32	10	6	4	9	23	21	8	39
Providing late afternoon and evening classes	44	28	12	7	7	21	23	13	11	32
Training students to go on to a four-year college or university	44	34	9	7	6	11	29	22	7	31
Providing personal/psychological counseling	44	30	12	6	8	6	14	12	9	59
Providing remedial education	43	33	10	3	11	10	21	15	3	51
Training students to be consumers	40	29	13	12	6	7	15	22	10	46
Training students to be good neighbors	37	29	15	14	5	5	11	22	12	50
Training students to be parents	37	31	11	14	7	5	9	14	12	60
Providing Saturday classes	35	25	14	13	13	10	14	12	14	50
Training students to spend leisure time constructively	35	27	18	16	4	6	15	20	12	47
Offering co-curricular activities (athletics, plays, lectures, etc.)	31	37	18	8	6	5	24	21	9	41
Training students to be scholars	27	31	21	15	6	7	19	25	10	39
Providing Sunday classes	18	11	14	40	17	4	4	4	18	70